Principal's foreword

Introduction

We are very proud to report on our very successful 2011 school year. The report gives details on the progression of the school’s three year strategic plan and achievements of the agreed goals of the 2011 Annual Operational Plan.

School progress towards its goals in 2011

In 2011 Geebung Special School had the following priority areas

- Curriculum Renewal
- Student Support
- ICT enhancement
- Staff Professional Development

The teaching staff were engaged in professional development activities regarding the Australian Curriculum as well as exploring issues pertaining to Literacy and Numeracy development for students. Teachers also worked at embedding ICT into classroom learning including the use of iPads. Each sector of the school worked on the development of integrated units of work.

The school community continued to develop a School Wide Positive Behaviour Support approach across the school. Teachers also participated in additional professional development in relation to students with autism and appropriate differentiation for students with additional needs.
Future outlook

- Skilling of staff in relation to students’ literacy skills will remain a high priority
- Four Block Balanced Literacy Approach implemented across the school through:
  - Magic 100 Words
  - Sound Waves
  - PM Benchmarks
  - Concepts About Print
  - Blanks Levels of Questioning
- Staff to actively engage with the Australian Curriculum and QCAR
- Staff to engage with the Curriculum to the Classroom (C2C) resources
- Continuing to increase student outcomes in relation to numeracy and communication
- Staff wellness and safety
Our school at a glance

School Profile

- Coeducational or single sex: Co-educational
- Year levels offered: non-graded special education primary school
- Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>89%</td>
</tr>
</tbody>
</table>

- Characteristics of the student body:
  - All students who attend Geebung Special School have a verified diagnosis of Intellectual Impairment. A significant number of the student population have other verified impairments including hearing, visual, physical and autistic spectrum disorder.

- Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

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 and multiple impairments. Our belief in a holistic, outcomes approach to education which focuses on independence, functional communication and social competence for both present and future environments was evident throughout 2011.

This is reflected in our curriculum programs which have a focus on independence and social competence including:

- Literacy and Numeracy
- Communication
- Sensory Discrimination
- Physical Development
- Social Development/Community Access
- Independent Living Skills
- Leisure and the Arts

Extra curricula activities

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

- Class group camps
- End of year celebrations
- Stephanie Alexander Kitchen Garden program
- Units of work culmination events
- Senior formal and graduation
- Awards night
- Book Week Activities
- School Choir
- Brownies and Guides

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. This includes the use of voice output communication aides to assist with speaking and oral communication as well as computer, technology and peripheral devices to enable students’ to access programs and learn more about their environment.

Every classroom has an electronic whiteboard. The use of interactive whiteboards are an integral part of our teaching program. For a number of students across the school, the school is currently investigating the use of iPads both as a communication tool and means of accessing the curriculum. The school has a range of software to support student learning.
Our school at a glance

Social climate

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

Based on the 2011 EQ School Opinion Survey, parents rated our school 93.8% which is above the state mean of 76.6 % in all aspects relating to our school climate. Parents also perceive that their children are happy to go to school with a 92.3% response.

Parent, student and teacher satisfaction with the school

Geebung Special School maintains high parent and staff satisfaction

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>71%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

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 Education Plan (IEP). 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.

Parents and members of the wide community are encouraged to participate in school activities such as sports day, special school assemblies. Volunteers are particularly needed for swimming programs.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

The school has solar panels installed on the school gym/hall enabling the collection of power for the electricity grid hoping to reduce Geebung Special School’s electricity. However, the school has a new heated swimming pool which has impacted on our electricity usage. Measures have been put in place to help reduce the impact of the heated pool on our usage.

Staff are also reminded to turn off air-conditioning, fans and lights when not in use.

Water tanks continued to be used to water gardens.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>132,108</td>
<td>1,013</td>
</tr>
<tr>
<td>2010</td>
<td>104,576</td>
<td>1,974</td>
</tr>
</tbody>
</table>

% change 10 - 11: 26% - 49%
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>34</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28</td>
<td>27</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all our teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>27</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25 000.

The major professional development initiatives are as follows:

- Literacy and Numeracy Professional Development
- 4 Blocks Literacy Model
- Non-Violent Crisis Intervention Training
- School Wide Positive Behaviour Support
- ASEQ Conference
- First Aid

The proportion of the teaching staff involved in professional development activities during 2011 was 100%. In the school opinion survey staff indicated that they had good access to quality professional development 80.6% with the state mean recorded at 69.2%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector
Government
Non-government

Search

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
The overall attendance rate for all Queensland State Special Schools over the same period was 89%.

Student attendance rate for each year level

Student Attendance Distribution

The proportions of students by attendance range.
### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance at Geebung Special School is not an issue for the school administration team. All students attend regularly. Any long student absences occur due to illness or post surgery related events. Absences are followed up in a timely manner by the school administration team.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, 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 search box](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the [Terms of Use](http://www.myschool.edu.au/) and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.
Geebung Special School has a small student enrolment. Two indigenous students were enrolled in one of our junior classes and early childhood program in 2011. Due to student age and transport assistance to school there is no significant difference in attendance and performance compared to their non-indigenous peers.