

QUEENSLAND STATE SCHOOL REPORTING - 2010

Barrett Adolescent Centre Special School (3056)

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Principal's foreword

Introduction

The 2010 school year was highlighted by a number of activities.

Meetings with Project Services in designing our new facility. The school facilities will be a major improvement on what we have presently. It is anticipated the new Centre will be built and ready to move in by May 2013.

We are now in the second year of our strategic which was contributed to by students, the community, and all Qld Health and Education staff. We have continued with our "Threads across the World Project". The results are on our website www.barradoispecs.qld.edu.au

School progress towards its goals in 2010

Major work completed in our Garden/Kitchen project. All the school staff, many of the hospital staff and all of the students spent time in our gardens. Apart from the digging and planting we've had the chance to harvest and have lunches from some of the produce. This work continues a major focus on Healthy eating/Healthy mind, which is particularly important for our students. There were also major activities around Healthy body/Healthy mind. These included a bike riding program, walks in The Park, gym visits, special sports challenge days, adventure program and camps.

Programs such as Community access, Adventure therapy and Boys to Men are examples of curriculum choices that support reintegration into mainstream school or that encourage successful lifestyle choices

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Highlights

March - Tour of radio station Nova; Science Museum excursion; P&C meeting; Boonah Camp; Movie excursion - Alice in Wonderland; Hatter Tea Party in afternoon; Croquet in Queens Park; Ten pin bowling

May - Kitchen renovations

June - Boys camp; New furniture delivered; Orienteering

July - Fame the Musical excursion

August - Bremer Careers Market excursion; Ekka excursion

September – Boonah Camp; BAC Awards; Teaching and Curriculum Audit

October - Merlo Tour and Cafe visit

November - School Cafe Day; Movie excursion - Harry Potter

December - Geckos' visit; Concert and Art exhibition

Future outlook

Major work is in planning for the new Centre in 2013. There have been visits to Lismore CAMHS service and Mavis Street facility in Melbourne. School staff brought back ideas from Europe and Finland in 2008 when attending the HOPE hospital teachers conference in 2008 and the Psychiatrist who is Director of the centre visited 12 different Adolescent facilities across Europe and Great Britain.

Our school at a glance

School Profile

Barrett Adolescent Centre School is a coeducational Education Queensland school operating within the Adolescent Ward of the Park Centre for Mental Health at Orford Drive, Wacol. The Adolescent Centre has a 16 bed ward and depending on occupancy all inpatients attend school from 9 to 3 on weekdays. Added to this are regular clients with outpatient status who attend school and therapy though living outside the hospital.

Each student has an Individual Care Plan which includes caring for the physical, psychological and social aspects for each student. We refer to the "therapeutic milieu" of bringing together young people with serious psychiatric problems. Some of the benefits include – finding a peer group for the first time, realizing there are others who have similar problems, being accepted for who you are.

Parents and caregivers are by the nature of our situation involved in the students' day to day life at the hospital. They are given comprehensive reports of the students' progress at the end of each semester and are encouraged to have significant input into the formulation of Educational Plans for students..

Coeducational or single sex: Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
15	6	9	40%

Characteristics of the student body:

The number of adolescents at any time reflects the number of occupied beds on the ward. Additionally where there is capacity a number of day students may be enrolled.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10			100%		
Year 11 – Year 12			100%		
All Classes			100%		

School Disciplinary Absences

There were no school disciplinary absences during the year. The Centre has other protocols of management which do not require disciplinary absences.

Our school at a glance

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

The school offers classes for all clients with ages between 12 and 18. Core classes include Literacy, Numeracy and Information Technology with these being complemented by classes in Art, Drama, Music, Media, Construction, Home Economics and Horticulture. The school works closely with the nursing and allied health to provide clients with a range of activities which will help their social contact and increase living skills. These include outings to movies, gyms, restaurants, camps, art galleries and work sampling. Each term the school conducts special event days which are planned and executed by the students. Indicative of these are

Our school at a glance

the Bacademy Awards, Café Day and concerts.

Extra-curricula activities There has been a strong move in the curriculum to educate students in the principles of a healthy lifestyle. The focus in Health and Physical Education and Home Economics has been on nutritious eating and daily exercise. The garden kitchen is now complete and we have had a number of events there. A cob oven for making pizzas has added to the variety of events we can have. This will help to involve students in the various phases of healthy living - growing, harvesting, preparing and sharing of food we grow.

How Information and Communication Technologies are used to assist learning Computers are utilised across the KLAs to assist learning. Each classroom has sufficient computers for every student and a range of software including internet access. On the ward cabling has been provided to enable students to complete homework projects after school hours. Technology is also available for students to record their poetry/songs. Some have also accessed recording studios.

The Learning Technology teacher uses the school newsletter as an output of the various skills that are taught. All students contribute in writing articles or compiling pictures and print.

Social climate

Our students are assisted with these adolescent tasks through the multidisciplinary team of teachers, occupational therapists and social worker. Each adolescent has an Individual care plan which assesses their needs. A range of group programs including psycho-education, community access, boys to men, relationships, mentoring program and emotional regulation assist students to develop the social and living skills necessary to individuate as confident individuals and interact appropriately with others.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	56%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	100%

Involving parents in their child's education.

As the prime reason for an adolescent being admitted to the Centre is a serious mental health issue and not

Our school at a glance

schooling, parents are more concerned with health rather than educational issues at this time. Parents have contact to the School through the Case Coordinator. They are involved in the preparation of the Personal Education Plan for their adolescent. They receive a semester report on student outcomes. A P&C has been established.

Reducing the school's environmental footprint

The school has installed 4 ten thousand litre water tanks to help maintain the Permaculture garden area which also utilizes organic waste from the school's kitchen. A solar panel powers the water pump for the Acquaculture garden and fruit and vegetables from the garden supplement the hospital-provided diet of the students.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010										
2009	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	0	0
% change 2009 - 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Our staff profile

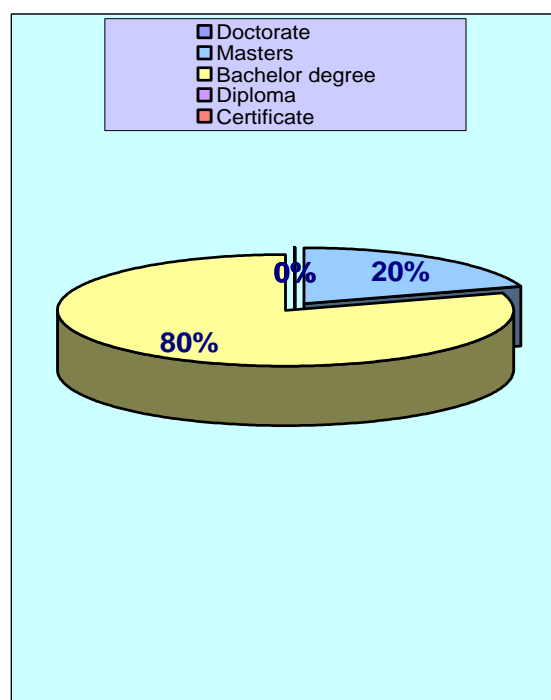
Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	8	<5
Full-time equivalents	6	3	<5

Qualifications of all teachers.

Three staff have been engaged in tertiary studies. One of the teachers completed a Masters Degree in Mental Health with a particular focus on Art Therapy. Another teacher is working towards her Social Work degree and a third teacher is working on a Doctorate.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	8
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$9667 .

Our staff profile

The major professional development initiatives are as follows:

One School Training

Developing Performance Development

Anxiety and Lifestyle - Doctor Paula Barrett

Bullying and Cyber-bullying

Trauma abuse and neglect

The involvement of the teaching staff in professional development activities during 2010 was 90%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 100%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							100%	100%	100%	100%	100%

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.

A proportion of the students (20%) are regulated under the mental health Act and have no choice in attending. The other 80% are voluntary patients who live at the Centre and come across to school each day.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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.

Students do not participate in these assessments.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" section with two radio buttons for "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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** 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.

Performance of our students

Achievement – Closing the Gap

It is some years since we have had an indigenous student enrolled at the school. However we maintain a major focus on indigenous perspectives in our programs for all students. Staff have completed professional development units such as “It’s Everyone’s Business”, and “The Hidden History”. Two staff have been trained in indigenous games which we play with the students regularly. We also have a regular visitor Rick Roser who engages the students and staff in a range of activities around indigenous perspectives.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Our goal is not to retain students but to integrate adolescents into the community and educational programs where appropriate.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	0
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	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.	0

Performance of our students

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0
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Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
0	0	0

Post-school destination information

Early leavers information
The school is not responsible for the enrolment or departure of students. Adolescents are admitted and leave through a medical process which is managed by Queensland Health.