

## Barrett Adolescent Centre Special School (3056)

## Queensland State School Reporting

## 2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	For further information on the school and its policies please contact Kev Rodgers, Principal.

## Principal's foreword

### Introduction

The 2012 the school year was highlighted by a number of educational activities, official tasks, research and conference attendance as listed below.

A major focus of the year was responding to recommendations from the Teaching and Learning Audit 2011 and preparing, presenting and responding to another Teaching and Learning Audit 2012. The School also completed the Barrett Adolescent Centre Strategic Planning Day. An announcement was made at government level that the Barrett Adolescent Centre would close and the centre worked towards public support for maintaining the service. It is anticipated a decision about the future of the service will be made by the end of the financial year.

### School progress towards its goals in 2013

The 2012 Teaching and Learning audit produced some excellent results.

A culture that promotes learning	Outstanding
Analysis and discussion of data	Outstanding
Differentiated teaching practices	Outstanding
An explicit improvement agenda	High
A culture that promotes learning	Outstanding
Effective teaching practice	High
An expert teaching team	Outstanding
Systemic Classroom Delivery	High

The affirmations made by the Auditor we as follows:-

- The Developing Performance Framework is well implemented with all staff members having well conceived and supported Individual Development Plans.
- The school utilises an effective pedagogical framework to underpin growth and development of teacher expertise and capability.
- The individual plans for students to assist their learning and to grow their personal capabilities and attributes are extensive and widely used.

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The Recommendations were as follows:

- Continue to investigate strategies to best utilise the Australian Curriculum within the contexts for learning that exist at the Barrett Adolescent Centre School.
- Continue to inform parents and the wider community about the excellent work and innovative outcomes of both staff members and students.
- Continue to explore best practice models for educational service delivery in similar schools and settings to maintain the unique and exceptional educational service currently delivered

The full results are obtainable through [this link](#)

Other highlights for the year included

February – Boot Camp as part of P E, Canoeing

March – Rick Roser Indigenous Studies Day , Launch of QR Art Project at Wacol Station, Boys Camp

April –Presentation at Griffith University of Action Research, Boonah Camp

May – Careers Expo at Southbank, Mosaic Project

June – Waggamama Community Access Visit, Presentation at HOPE Conference - Amsterdam

July –Psychology Inservice Dr Mohsen Mohseni , Animal Friends Day. Cirque De Soliel Excursion

August –Ekka Excursion, , Animal Welfare League Programme Commenced, Excursion to Red Cross College, Ropes Course, Museum Excursion, Opening of the BER Covered Outdoor Teaching Space

September – Salvation Army Excursion,

October – BremerTAFE Hospitality Courses Excursion and Restaurant, RSPCA Excursion, Environmental Expo

November – Quadrennial School Review Presentation Day, Teaching and Learning Audit, Boys Camp, Drama Recital, Meeting with Laurence Springborg and Annastacia Palaezuc about Barrett Closure, Remembrance Day Activity.

December – Bacademy Awards Day , Fairytale Drama Presentation, School Camp at Bestbrook

### Future outlook

Possible Closure of Barrett Centre and Ensuing Plans

Continued Review of C2C Materials in our Special Purpose Setting

Technology in the Classroom (Smart Boards, iPads, etc)

Continuing One School Implementation

Major HR issues

Gaining of Grants to Enhance the Curriculum Offerings

Developing Performance Framework

Implementing Whole School Professional Development Plan

Productive Pedagogies Action Research

Ongoing Collaborative Reflection Embedded in Practice

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	15	6	9	58%
2011	15	10	5	42%
2012	16	10	6	79%

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

## Characteristics of the student body:

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 week and at the end of each semester and are encouraged to have significant input into the formulation of their student's Personal Educational Plans which outlines the goals and expectations of their schooling.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	NA	NA	NA
Year 4 – Year 10	100%	100%	100%
Year 11 – Year 12	100%	100%	100%

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0

# Our school at a glance

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Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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## Curriculum offerings

### Our distinctive curriculum offerings

The school offers classes for all clients with ages between 12 and 18.

- Core classes include Literacy, Numeracy, Information Technology, Science, History
- Complimentary classes are offered in Art, Drama, Music, Media, Construction, Home Economics, Physical Education, Horticulture, Values Education and Altruism.
- 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 the Bacademy Awards, Café Day, Garden Festivals and concerts.

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### 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 is used weekly and for term events.
- We involve students in the various phases of healthy living - growing, harvesting, preparing and sharing of food we grow.
- Vocational and transitional associated activities are covered by specialist visits, excursions and scheduled lessons.

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### How Information and Communication Technologies are used 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. As a state wide service this provision enables adolescents to maintain relationships with family, friends and the wider community. 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.

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## 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 staff satisfaction with the school

Since the introduction of weekly reporting to parents there has been a huge increase in parent satisfaction with the school and the education their adolescents receive here. We continue to attempt to understand the student satisfaction results. It may well be that the students satisfaction scores reflect the issue that many of the students are regulated under the mental health and their admission is mandatory. For others being so unwell disables the most able of students resulting in low satisfaction scores.

The staff results reflect a strong stable experienced team passionate about working with the students we serve.

# Our school at a glance

## Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	75.0%
their child is making good progress at this school*	66.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	72.7%
they like being at their school*	81.8%
they feel safe at their school*	81.8%
their teachers motivate them to learn*	72.7%
their teachers expect them to do their best*	81.8%
their teachers provide them with useful feedback about their school work*	81.8%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	81.8%
their school takes students' opinions seriously*	90.9%

## Our school at a glance

student behaviour is well managed at their school*	90.9%
their school looks for ways to improve*	81.8%
their school is well maintained*	90.9%
their school gives them opportunities to do interesting things*	90.9%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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 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. Parents receive weekly reports and a semester report on student outcomes. A P&C meets regularly and is a platform for parents and citizens.

## Reducing the school's environmental footprint

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

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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. As the school is relocating in 2014 we are reluctant to take advantage of the school solar scheme at this point in time. As this school is in a hospital, data on kWh and KL usage is unavailable.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010		
2010-2011		
2011-2012		



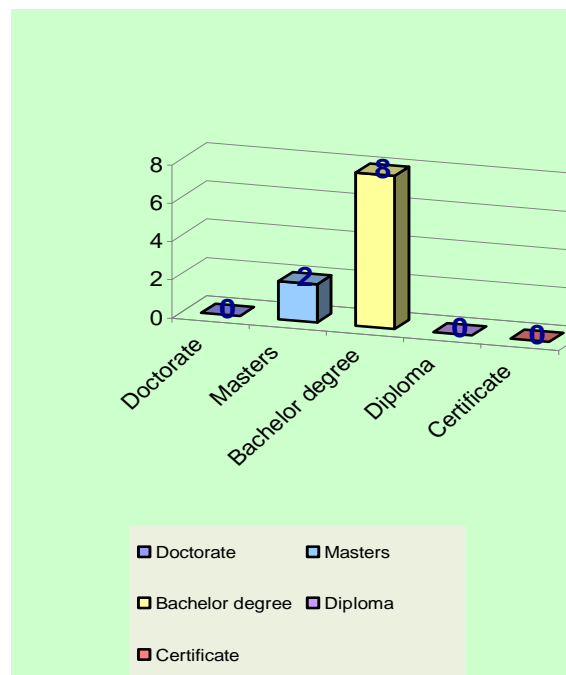
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	9	9	0
Full-time equivalents	5.4	3.1	0

## Qualifications of all teachers

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 2012 were \$4358.

This was 5% of the school's annual budget. Additional school specific professional development was provided by our own health, and education staff as well as access to workshops run by the School of Mental Health.

The major professional development initiatives are as follows:

Interactive Smart Board Skills - private company

# Our staff profile

In house mental health training:  
Trauma Therapy and Schema Therapy, Psychologists from The Park  
Language Development in Adolescence, Speech Pathologist from The Park

In house training:  
Personal Education Plan, Design and Evaluation, School Staff  
Performance and Development Framework. School Staff  
OneSchool C2C, School Staff  
Collaborative Reflection, School Staff  
Curriculum Risk Management, School Staff

The proportion of the teaching staff involved in professional development activities during 2012 was 96%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	95.5%	96%

For permanent and temporary staff and school leaders, the staff attendance rate was 86% in 2012.

## 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 2012 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/>.

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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

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%
The overall attendance rate in 2012 for all Queensland state Education Units, Schools of Distance Education and Specific Purpose Schools schools was 100%.			

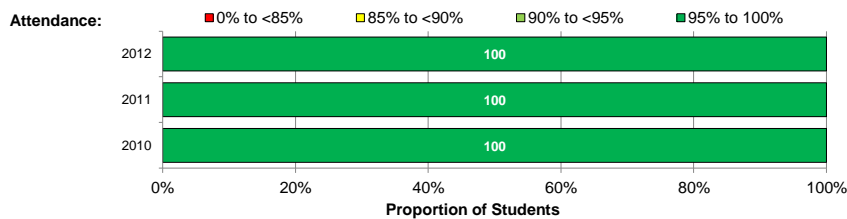
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010												
2011								100%	100%	100%		DW
2012									DW	100%	100%	

DW = Data withheld to ensure confidentiality.

### 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.

Students at this school have been admitted to the Barrett Adolescent Centre and reside at the centre. Attendance is monitored by Qld Health and DETE staff. A number of our students are regulated under the Mental Health Act.

### 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/>.

# Performance of our students

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.

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Search by school name

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

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Barrett has not had any indigenous students enrolled but keeps an indigenous perspective in mind across all subject areas and within the school. At our official occasions we included a Welcome to Country and the school held an integrated indigenous day that used an arts framework. We also used an indigenous games program in Physical Education and explored the use of native plants by the indigenous people of Australia.

## Apparent retention rates Year 10 to Year 12

2010

2011

2012

# Performance of our students

Year 12 student enrolment as a percentage of the Year 10 student cohort.	NA	NA	NA
<b>Outcomes for our Year 12 cohorts</b>			
	2010	2011	2012
Number of students receiving a Senior Statement.	0	0	0
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	0	0	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).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0	0	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	0	0
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0	0	0

As at 2 May 2013. The above values exclude VISA students.

## 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
2010	NA	NA	NA	NA	NA
2011	NA	NA	NA	NA	NA
2012	NA	NA	NA	NA	NA

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	NA	NA	NA
2011	NA	NA	NA

# Performance of our students

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2012

NA

NA

NA

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As at 2 May 2013. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Barrett Adolescent Centre school aims to re-integrate students back into mainstream schooling or support their transition into the workforce.

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

As the adolescents are admitted into a Health Department facility the school does not make decisions on the enrolment or departure of students