



Barrett Adolescent Centre Special School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

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<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <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>

# From the Principal

## School overview

Developing the school model has been an ongoing process, and will continue into 2019. From an educational point of view 2018 was another busy year with continual and productive development and improvement to the program and the processes.

I have the privilege of being the Acting Principal and have done so since 2013. The school and staff have done an amazing job of coping with constant change and always putting the education of our students at the forefront of our agenda, and including families and their support people as a matter of priority, in decision making processes. This school offers a setting where the knowledge and skills of an expert team in the areas of education and provision and adjustments for adolescents with mental health issues come together to provide the best possible results for our young people. We are presently supporting students who have a base school but their moderate and chronic mental health issues are hindering them from obtaining the best educational outcomes and engaging with the Australian Curriculum within that setting.

Our staff has a strong belief that the adolescents who come to Barrett Adolescent School can succeed with the right adjustments and supports. This belief is fueled by the successes of many of our past students who have kept in touch with the school. We value our very collaborative approach to managing our community and the school's ability to give all stakeholders a voice.

Debbie Rankin

B.A., Post Grad.Dip.Teach, M.Mental Health, Art Therapy.

## Some Important Activities - 2019

### Term 1

Excursion to the Gallery of Modern Art to see the 9<sup>th</sup> Asia Pacific Triennial of Contemporary Art.

Community Access - Thai Restaurant Excursion – focus on Thai language and culture.

Swimming for HPE

School Review

### Term 2

Reconciliation Project - Yarning Circle that has been used as a learning tool to bring together the shared knowledge of the group.

Incursions - Indigenous Community member, James Sandy - Hidden History workshop for students and staff and Elder, Aunty Jeanette Fablia visited to share culture through stories and dance

Tertiary Education Experience, Griffith University, Logan Campus

Community Consultation around the present Barrett Model

Rock Climbing for HPE

STEAM Workshop

### Term 3

Incursion - Toby from BeeAware visited to split our Native Bee hive with student assistance and have students try native honey.

La Boite Theatre Excursion, Roahl Dahl, Revolting Rhymes and Dirty Beasts

Thunderbird Park Camp, Overnight

Griffith University course exposure excursion

#### **Term 4**

Marshall Arts, for HPE

Introduced new recycling programs at Barrett including the Lids for Kids program and Containers for Change.

STEAM Workshop

Wolston Park End of Year Celebration\

Community Gathering

## 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>	Year 7 - Year 12

### Characteristics of the student body

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	26	26	29
Girls	10	13	16
Boys	18	13	13
Indigenous	1	2	3

Notes:

1. Student counts are based on Term 3
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

#### Overview

The student body was a cohort of students who had struggled for extended periods of time with accessing education, while working through their mental health and often medical and social issues. Students ranged from years 7 to 12 and were supported through a school based program at Tennyson and an outreach program that supported students who remained in their schools and increased capability in staff in those schools. All students have a base state school who are at all times involved in providing components of their curriculum, assessment and reporting.

Some of the benefits of being involved with Barrett included having educational staff who can negotiate the adjustments they need to be able to access and be successful with engaging with the Australian Curriculum while recognizing their individual strengths – always with the support of stakeholders including clinical care providers. Students are also able to access a peer group where they realise there are others who have

similar problems, thereby gaining acceptance for themselves and building skills as a whole cohort rather than seeing their diagnoses as individualised.

## Curriculum implementation

### **Our approach to curriculum delivery**

BAS's curriculum derives directly from the Australian Curriculum learning areas, general capabilities and cross-curriculum priorities. It is the relationship between these dimensions that provides the flexibility for the school to promote personalised learning.

The Junior and Senior schools operate differently, with some shared and some different classes and approaches.

Barrett core classes include Junior English, Junior Mathematics and Critical and Creative Thinking Skills.

These subjects are complemented by whole-school, afternoon 'electives' in the Australian Curriculum learning areas of Visual Art, Drama, Health and Wellbeing, Integrated Studies, HPE and STEM projects. Each subject aligns to a junior year or band level and is continually differentiated, informed by school data for appropriateness to content, purpose and student cohort, specifically targeting personal and social capabilities and school readiness. This foregrounds and enables student ability to engage in external locations. Although these subjects are not assessed, all general capabilities and cross curriculum priorities are accessed throughout these subjects.

Across time and with increasing wellness, students access an individualized curriculum more reflective of their base school. This curriculum is usually Australian Curriculum (occasionally QCIA or VET) in origin and adjusted and differentiated by BAS staff. Work is delivered by BAS and assessed and reported on by that School.

### Outreach

Barrett Adolescent School also provides Outreach services for students who are able to attend their base school with a negotiated curriculum. Barrett Adolescent School staff are able to provide the base school and student with advisory services.

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

Each classroom had sufficient computers for every student and internet access. There have been ongoing problems with connectivity that were being addressed by a team of specialists and a partner school. The service has been improved. Technology is also available for students to record a range of texts, including poetry and songs. Some students also accessed recording studios. A 3D printer was used to look at STEAM related practices and we had the input of a specialist to work with students in the STEAM area on a weekly basis and extended projects were completed in 2019.

## Social climate

### Overview

Students were supported at all times by a positive, caring and cooperative environment. The school uses a positive psychology, strengths based, trauma informed and wellbeing framework.

All staff continually updated their training around mental health, trauma issues and risk management. Staff work closely to encourage students in their chosen educational setting and to keep them following their Barrett Support Plan.

It was expected that students will follow their Individual Learning Plan and for some, the main objective is school attendance or transition, while others were completing assessable tasks and working towards their QCE – again, under the supervision of their base school, until transition is appropriate. Teacher Aide support was available, flexible and skilled in working with students with mental health issues.

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%	100%
• this is a good school (S2035)	100%	100%	100%
• 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)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• 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%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• 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)	92%	92%	88%
• they like being at their school* (S2036)	100%	93%	88%
• they feel safe at their school* (S2037)	100%	93%	88%
• their teachers motivate them to learn* (S2038)	93%	93%	94%
• their teachers expect them to do their best* (S2039)	93%	93%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	86%
• teachers treat students fairly at their school* (S2041)	93%	93%	75%
• they can talk to their teachers about their concerns* (S2042)	100%	86%	75%
• their school takes students' opinions seriously* (S2043)	100%	93%	94%
• student behaviour is well managed at their school* (S2044)	86%	86%	81%
• their school looks for ways to improve* (S2045)	100%	93%	88%
• their school is well maintained* (S2046)	100%	93%	88%
• their school gives them opportunities to do interesting things* (S2047)	100%	93%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	92%	94%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	92%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	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.

## Parent and community engagement

Continual and ongoing communication between the school and its community indicates that there is a high level of parent satisfaction with the school and the education of their adolescents. All stakeholders take part in the development of each student's Barrett Support Plan, all reviews of the plan and weekly emails. All stakeholders are also invited to end of term celebrations and other occasions of importance.

In 2019 our Parents & Citizens Committee gave the parents a greater voice in the school, in the Metropolitan Region and in the education of their young people.

The school actively seeks strategic partnerships to enhance student learning and wellbeing with parents, base school, community groups, local businesses and other schools and post-secondary education providers. Parents are highly supportive of the school (see parent opinion survey), communication channels and many note significant positive changes made in the lives of their child through attendance.

The school actively seeks strategic community partnerships to enhance student learning and wellbeing. In 2019 the initiative 'Meet the Neighbours' continued to create a wealth of community access opportunities, work experience, training opportunities and mentoring experiences for students. The continuation of the Work Inspirations program also provided the opportunity for students to access a range of experiences previously unavailable to them, and important for futures planning.

<https://education.qld.gov.au/parents-and-carers/community-engagement>

## Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships in the weekly lesson Health and Wellbeing, in HPE and across the curriculum. This program and other teaching moments in the Australian Curriculum encompass personal safety and social responsibility.

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	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

The school's kitchen garden area utilizes organic waste and students are made aware of the processes around permaculture gardening. Fruit and vegetables from the garden supplement the HPE and Integrated studies programs and healthy lifestyle focus for our students.

Students were also engaged in recycling projects and using found objects in such subjects as Art and STEM.

## 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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass icon.

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



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	9	6	1
Full-time equivalents	6.6	0.4	

\*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.

Further Professional Development was access throughout the year the areas of the Australian Curriculum, ATAR and the New QCE, Trauma, Mental Health Specialist Areas, Staff Health and Wellbeing, Administration and Leadership Concerns and First Aid and CPR. All staff access a number of these opportunities.

## 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.	96%	97%	94%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2019.

## Performance of our students

### Exiting Students

<u>2019</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<b>Enrolled</b>	28	28	29	29
<b>Exited</b>	4	1	7	6

### Student Destination

<u>Type</u>	<u>Detail</u>
State High School	Mt Gravatt, Indooroopilly, Yeronga, Bellbird Park, Bremer, Queensland Pathways State College
T.A.F.E.	Bundamba, Southbank, Logan
Tertiary Preparation	University of Queensland
Traineeship	Veterinary Practice, Scientific Business
Disability Employment Service	Mylestones, GCESS, Maxima

### 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.