



Barrett Adolescent Centre Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <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>
<b>Contact person</b>	Debbie Rankin, Acting Principal, Barrett Adolescent School

In 2018 the Barrett Adolescent Specific Purpose School continued to operate on the Tennyson campus of Queensland Pathways State College

# 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 - 2018

### Term 1

School Camp (within the grounds of Barrett Adolescent School)

STEM Project - students designed and built a bench chair

Participated in National Day Against Bullying

Whole school excursion to University of Southern Queensland

Regular attendance at local gym for HPE curriculum (supported by an exercise physiologist)

Visit by chef, Jai Carre, who shared cultural experiences of Thailand through food

Mindfulness – Staff Workshops

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### Term 2

Reconciliation Week – Visit by Uncle Albert; separate visit by Aunty Jeanette Fablia; Excursion to Balaangala Community Garden

Fresh Futures Expo – 1 student and 2 staff won awards

Jamie Oliver Cooking Program

Work experience and community access program began (and continued across the rest of the year) including: cafes, printing companies, physiotherapy practice; vet surgeries, chemical processing plant, local business and industry tours.

Crossfit participation for HPE

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### Term 3

Ekka Excursion

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Griffith University course exposure excursion  
 Ultimate Frisbee - HPE  
 CACTUS Program Initiated  
 Fundraising for drought stricken farmers  
 Barista course  
 Incursion, Baby Farm Animals

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**Term 4**

Excursions – GOMA, Museum, Science Museum  
 Work Inspirations Program (3 days of intensive workplace and tertiary institution excursions)  
 Incursion for Integrated Studies – Native Australian Bees  
 Bestbrook Farm Stay camp  
 Barista course  
 Recycling Program initiated  
 CACTUS Program

**School progress towards its goals in 2018**

School Progress towards its Goals in 2018, from the Annual Implementation Plan, the Investing in Our Schools Funding and school based priorities.

PRIORITY	ACTIONS	COMMENTS
<p>Provide access to expertise, for the whole school community, in the area of adolescent mental health. This is to inform re-engaging the disengaged and managing appropriate educational adjustments.</p>	<p>Regular collaborative meetings between educational staff and an experienced psychologist with extensive expertise in the area of adolescent mental health within an educational setting. These meetings took place at Barrett and staff attend interviews, identified by current needs and student base.</p>	<p>Appropriately spaced meetings with clinician able to develop a long-term view of students and their progress enhanced the staffs' ability to form appropriate educational adjustments and differentiation for adolescents with mental health issues.</p> <p>The psychologist, using this knowledge base, has created whole-school presentations based on current issues of relevance.</p>
<p>Review the whole-school curriculum plan. Provide a clear context for delivering the individualised curriculum, maintaining the literacy focus, and introducing a stronger numeracy focus.</p>	<p>All teaching staff to take part in the systematic review of the whole-school curriculum plan and pedagogical focus. Staff engaged in targeted professional development and created a consistent whole-school approach to accessing Australian Curriculum learning areas, general capability and curriculum priority delivery.</p>	<p>The review of the whole-school curriculum plan was completed by the end of Term 3. Term overviews, calendars and professional development priorities (including team collaboration) have been created and peer observation of lessons begun, to be further developed across 2019.</p>
<p>PAT Maths, Reading Comprehension and Grammar and Punctuation programs purchased and used to diagnose academic strengths of students.</p>	<p>75% of staff learned to enrol students, interpret and analyse PAT data. Barrett's data wall incorporates the new data in terms of junior, senior and whole-school cohorts, enabling targeted numeracy and literacy strategies and more informed</p>	<p>PAT results have been specifically incorporated into Junior English and Maths planning, immediately responsive to the student cohort. Whole school results also inform Barrett Elective subjects, allowing adjustments and differentiations for all student groups. Barrett shares the</p>

	diagnostic intervention.	diagnostic data with base schools. The partnership with QPSC in particular has profited as they require this data on student enrolment.
Staff to develop a new focus program which will embed oral language and Tier two vocabulary access within cross-curricular learning areas. Pedagogy will be supplemented and enriched by this new focus encompassing social language as informed by the expertise of the regional speech language pathologist (SLP) in the program.	Workshops attended with foci on vocabulary and oral language development. Resources purchased in Term 2. Collaborative planning and teaching will be done in Term 2 and 3.	The vocabulary development aspect of this program has experienced limited success due to the student cohort's transient attendance (evidenced by collected data). However, some of the vocabulary strategies have been embedded in English, Maths and CACTUS, appropriate to attendance patterns of students.  Social language development continues to be a prime focus for the school, with subject prioritizing oral language development, especially within group contexts..
Students will access a new curriculum initiative, <i>Integrated Subjects</i> .	This initiative enabled staff to integrate several learning areas (STEM, Music, Design) not offered discretely within the Barrett curriculum. It also allowed explicit engagement in each of the Australian Curriculum priorities for whole school engagement.	This was accessed in a targeted manner and includes problem solving, rich tasks and specialist staff from outside the school. All students have able to participate in this initiative and it is a continuing educational program within the school.

## Future outlook

Future planning around Barrett's evolution remained unclear in 2018. In the meantime, the school will continue to working in the areas that we have outlined in our Annual Implementation Plan, Investing for Success document and our school based priorities:

- Improving Reading, Writing and Numeracy through targeted teaching and developmental strengths building, pedagogical strategies, comprehension and reading programs, and continuing to utilize the Australian Curriculum across all subject areas.
- Improve outcomes in Engagement, Health and Wellbeing specifically through the employment of two learning areas: Health and Wellbeing and Health and Physical Education.
- Barrett's Complex Case Management process will continue to be developed and refined
- Focus on students' personal, social and emotional wellbeing through targeted extra-curricular activities, appropriate choice of elective subjects and a classroom readiness action research project.
- Differentiated Learning through Barrett Support Plans and Individual Learning Plans, collection of and application of collected relevant data.
- Staff Wellbeing through a Wellbeing Plan for all staff and a weekly focus at staff meetings.
- Consultation around Metropolitan Region and State Education for Adolescents with Mental Health needs. Barrett to aid capacity building in staff in base schools.

# 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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	18	26	26
Girls	10	10	13
Boys	8	18	13
Indigenous	1	1	2

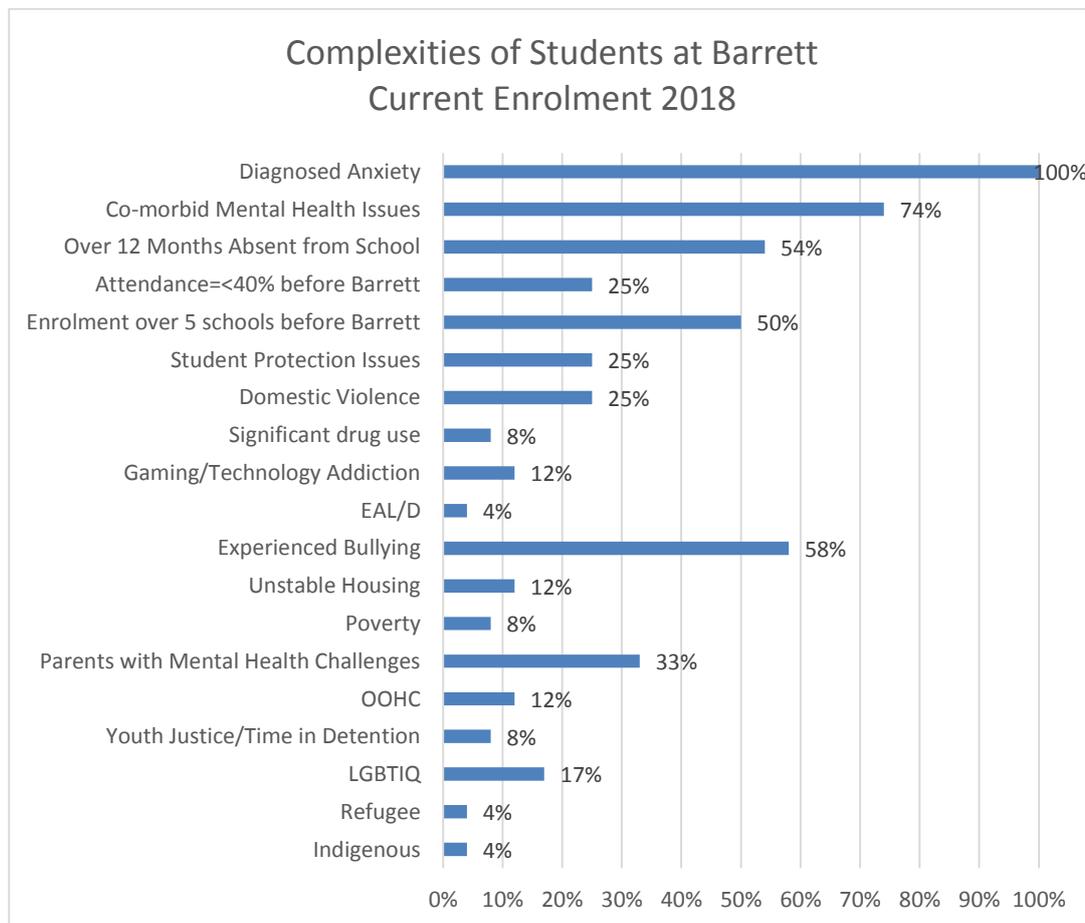
Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### 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, 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 stake holders 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 delivery

### 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.

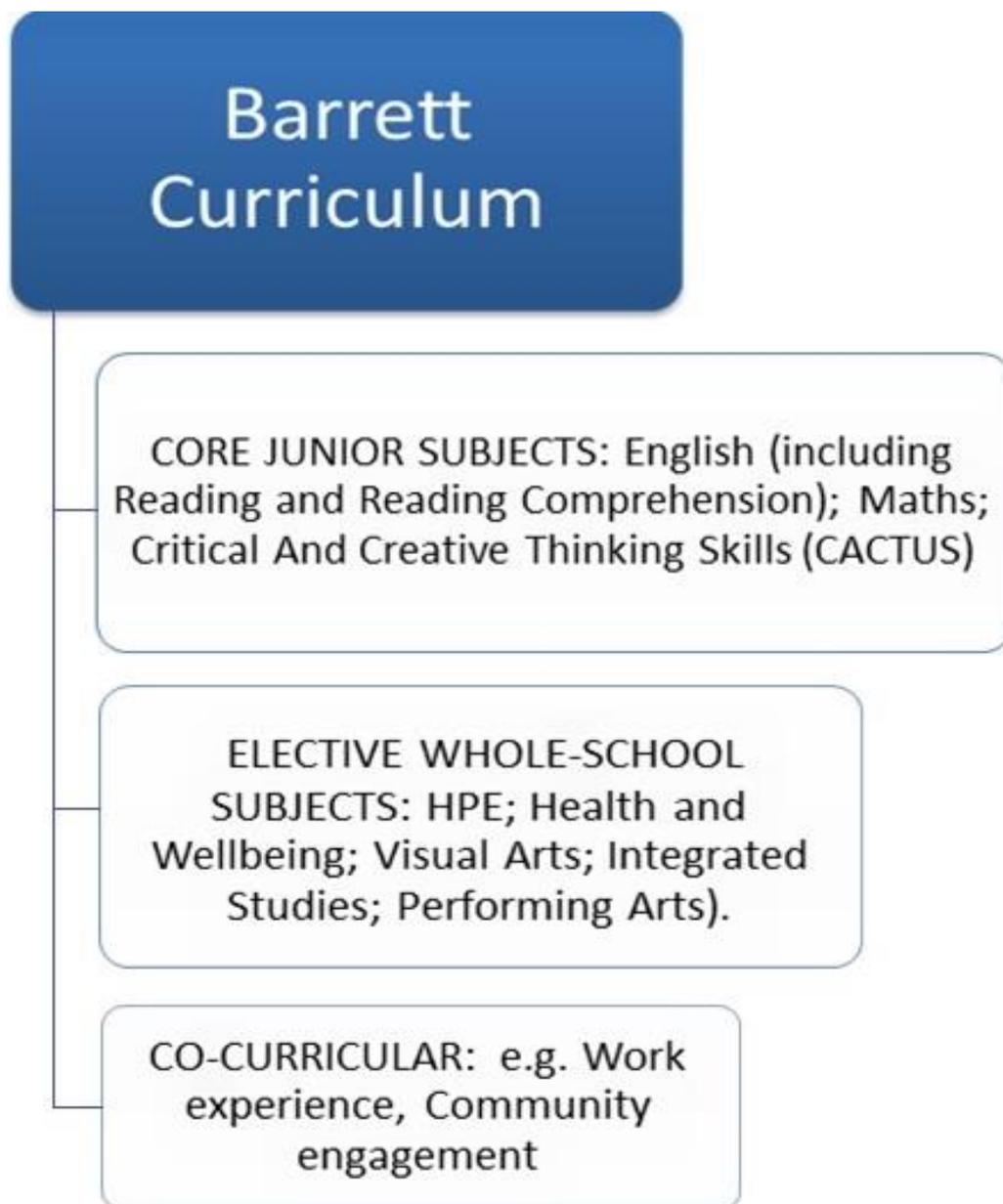
The Junior and Senior schools operate differently, with some shared and some different classes and approaches.

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.



# Base school curriculum at Barrett

JUNIOR SECONDARY /  
SENIOR SECONDARY /  
QCIA / VET:  
Negotiated, individualised  
selection of base school  
subjects

## 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 2018.

## **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 Individual Learning 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.

## 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 <sup>#</sup> that:	2016	2017	2018
• 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%
• 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 <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	92%	92%
• they like being at their school* (S2036)	100%	100%	93%
• they feel safe at their school* (S2037)	100%	100%	93%
• their teachers motivate them to learn* (S2038)	100%	93%	93%
• their teachers expect them to do their best* (S2039)	100%	93%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	93%	92%
• teachers treat students fairly at their school* (S2041)	100%	93%	93%
• they can talk to their teachers about their concerns* (S2042)	83%	100%	86%
• their school takes students' opinions seriously* (S2043)	100%	100%	93%
• student behaviour is well managed at their school* (S2044)	100%	86%	86%
• their school looks for ways to improve* (S2045)	100%	100%	93%
• their school is well maintained* (S2046)	100%	100%	93%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	93%

Percentage of students who agree <sup>#</sup> 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.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	92%	94%
• they receive useful feedback about their work at their school (S2071)	91%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• 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)	73%	92%	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)	82%	100%	94%
• 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 2018 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. A 2018 initiative 'Meet the Neighbours' has created a wealth of community access opportunities, work experience, training opportunities and mentoring experiences for students. The inaugural Work Inspirations program has also provided the opportunity for students to access a range of experiences previously unavailable to them, and important for futures planning.

## 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.

## Environmental footprint

### Reducing this school's 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.

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## 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](http://www.myschool.edu.au) website at <https://www.myschool.edu.au/school/40687/finances>

#### *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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	10	8	0
Full-time equivalents	7	4	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
Masters	3
Graduate Diploma etc.*	4
Bachelor degree	2
Diploma	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 fund expended on teacher professional development in 2018 was \$7,019.88 which is 6.8% of the budget.

Additional school specific professional development was provided through DET, EdLink, Evolve and our own staff as well as access through the hospital schools network.

The major professional development initiatives were:

ATAR and the New QCE

Language Across the Curriculum

Complex Trauma

Berry Street Education Model

Various OneSchool professional development sessions

Speech Language Support - STRIVE

Epistemic Trust and Attachment

Management of Actual or Potential Aggression

General Health and Wellbeing for Adolescents with Mental Health Issues

Staff Health and Wellbeing and Self-Development

Metropolitan Pillar Days

First Aid and CPR

Planning for teaching, learning and assessment: Students with disability Workshop

Staff visits to: The Annex (Toowoomba – Harristown SHS); Mabel Park Flexible Learning Space; Calumvale Community College.

The proportion of the teaching and non-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.	95%	96%	97%

### 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 2018.

## Performance of our students

### Key student outcomes

#### Student Enrolment

2018	Term 1	Term 2	Term 3	Term 4
Total Students	24	21	24	28
Outreach	1	1	2	2

#### Student Destinations 2018

<u>Student</u>	<u>Destination</u>
Year 9	Ipswich State High School
Year 10	Centenary State High School, Indooroopilly State High School, Queensland Pathways State College
Year 11	Corinda State High School, Queensland Pathways State College
Year 12	Queensland Pathways State College, University Bridging Course, TAFE

## **Student attendance**

At Barrett the students have an individual Barrett Support Plan that was flexible and changed on a weekly basis, depending on the mental health concerns of the students. The Clinical Care Providers, parents and other stakeholders ratified these changes and they are reflected by a shifting timetable and continually adjusted attendance. Every student's attendance is monitored closely and all stakeholders are communicated with on a weekly basis to enable and encourage greater attendance and a seamless transition to the next setting.

### **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.

The school contacts the families/carers on the day of the student's absence to ascertain the context of that absence and what can be done to encourage greater engagement with the program.