



Barrett Adolescent Centre Special School

Annual report 2020



Every student succeeding
State Schools Improvement Strategy
Department of Education



**Queensland
Government**

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School overview

Developing the Barrett Adolescent School model has been an ongoing process, and will continue. From an educational point of view 2020 was another busy year with the impact of COVID 19. Staff responded with agile and flexible developments and improvements to the program and processes to meet the new needs of the local and wider communities.

I had the privilege of continuing to be the Principal in 2020. The school and staff have done an amazing job of coping with constant change and always putting the education of our vulnerable young people first. We include families and their support people as a matter of priority, in the planning and decision-making processes. This school offers a setting where the knowledge and skills of an expert team in the areas of education 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.

Excursion and Incursion Activities – 2020

Term 1

Water Exhibition at Gallery of Modern Art
Ten Pin Bowling for HPE
Italian Feast, Community Activity
STEAM Week Long Workshop
Stymie Co-ordinator visit

Term 2

Thai Feast, Community Activity
STEAM Week Long Activity
Integrated Studies focussed on Incursions for Reconciliation eg. DJ Sandy, Aunty Jeannette Fabia

Term 3

Dog Biscuit Project, Make/Package/Distribute, organized by School Community Industry Pathways
Laser Force and Martial Arts Excursions for HPE
Farm Animals Visit as part of Science Curriculum
Native Bees Workshop part of the Sustainability Focus
Work Inspirations - Southbank TAFE
Mexican Feast - community activity

Term 4

Work Inspirations Visit, Queensland University of Technology
Bird Watching Activity part of Science Curriculum
Skating for HPE
Puppet Workshop part of the Arts Curriculum
Graphic artist visit

Curriculum implementation in 2020

Our standard 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's Junior 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 adjusted and 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.

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

The Certificate II in Work and vocational skills, accessed through Tallebudgera OEC, has just been added to our Senior curriculum. Various certificates through TAFE@school, and SATs provision through DESs, are also accessed by this cohort. We had 7 students attend TAFE@School, and 11 students attended various work experience through the year.

Our Special 2020 Barrett@home curriculum

A curriculum developed in response to the pandemic and the fact that some students temporarily did not attend Barrett and at different times during the course of their enrolment. They were placed on a Barrett@home curriculum plan. This acts to alleviate student disengagement and eventually make re-engagement easier across time. It serves to continue the development of Personal and Social capabilities, school readiness, social and productive language development and connection.

While these students are not attending, Barrett supports them in several ways: provision of a modified Barrett timetable to engage in from home; a choice of online/paper-based/base school/digital and media activities, around learning areas; and home outreach provided by Barrett for the duration of the disengagement.

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 has sufficient computers for every student, and internet access. There have been ongoing problems with connectivity that are being addressed by a team of specialists and a partner school, and 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. We also had the input of a specialist to work with students in the STEAM area on a weekly basis and extended projects were completed in 2020.

School context

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2020	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: <ul style="list-style-type: none">• My School website• Queensland Government data website• Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	1			1	1	1
Year 8		4	2	1	6	3
Year 9	1	5	8	2	6	8
Year 10	8	2	8	8	2	10
Year 11	8	10	3	6	9	4
Year 12	6	6	4	6	5	3
Total	24	27	25	24	29	29

Notes

1. Student counts include headcount of all full- and part-time students at the school.

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 individualized.

Social climate

Students were supported at all times by a positive, supportive 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 and wellbeing, trauma issues, risk management and adolescent issues.

Staff work closely to encourage students in their chosen educational setting and to keep them following their Barrett Support Plan. It is 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 is always available and flexible. Our teacher aides are 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. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	100.0%	
This is a good school.	100.0%	100.0%	
My child likes being at this school. ²	100.0%	100.0%	
My child feels safe at this school. ²	100.0%	100.0%	
My child's learning needs are being met at this school. ²	100.0%	100.0%	
My child is making good progress at this school. ²	100.0%	100.0%	
Teachers at this school expect my child to do his or her best. ²	100.0%	100.0%	
Teachers at this school provide my child with useful feedback about his or her schoolwork. ²	100.0%	100.0%	
Teachers at this school motivate my child to learn. ²	100.0%	100.0%	
Teachers at this school treat students fairly. ²	100.0%	100.0%	
I can talk to my child's teachers about my concerns. ²	100.0%	100.0%	
This school works with me to support my child's learning. ²	100.0%	100.0%	
This school takes parents' opinions seriously. ²	100.0%	100.0%	
Student behaviour is well managed at this school. ²	100.0%	100.0%	
This school looks for ways to improve. ²	100.0%	100.0%	
This school is well maintained. ²	100.0%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed parents/caregiver items.

3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	92.3%	87.5%	
I like being at my school. ²	92.9%	87.5%	
I feel safe at my school. ²	92.9%	87.5%	
My teachers motivate me to learn. ²	92.9%	93.8%	
My teachers expect me to do my best. ²	92.9%	100.0%	
My teachers provide me with useful feedback about my school work. ²	92.3%	85.7%	
Teachers at my school treat students fairly. ²	92.9%	75.0%	
I can talk to my teachers about my concerns. ²	85.7%	75.0%	
My school takes students' opinions seriously. ²	92.9%	93.8%	
Student behaviour is well managed at my school. ²	85.7%	81.3%	
My school looks for ways to improve. ²	92.9%	87.5%	
My school is well maintained. ²	92.9%	87.5%	
My school gives me opportunities to do interesting things. ²	92.9%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed student items.

DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	100.0%	
I feel this school is a safe place in which to work.	93.8%	100.0%	
I receive useful feedback about my work at this school.	100.0%	100.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	87.5%	100.0%	
Students are treated fairly at this school.	100.0%	100.0%	
Student behaviour is well managed at this school.	100.0%	100.0%	
Staff are well supported at this school.	100.0%	100.0%	
This school takes staff opinions seriously.	100.0%	100.0%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	93.8%	100.0%	
This school gives me opportunities to do interesting things.	100.0%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. 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 2020 our Parents & Citizens Committee continued to give 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 2020 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>

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 standardised 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.

School sector ▾

School type ▾

State ▾

🔍

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

View School Profile

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

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

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link: <https://www.qct.edu.au/registration/qualifications>

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	10	10	10	8	7	8		1	1
E	7	7	8	<5	<5	<5		<1	<1

Notes

- 1. Teaching staff includes school leaders.
- 2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- 3. FTE = full-time equivalent

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 4 days at the end of the summer holidays (fixed)
- 1 day in the third last week of Term 3 (fixed) on the student free day.
- Afternoon and twilight sessions as seen necessary

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.

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school		DW	84%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Student's Outcomes

Exiting Students

<u>2020</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Enrolled	25	30	30	28
Exited	5	4	3	8

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early schoolleavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Curriculum Coordinator, Case Managers, Regional Transitions Officer or Guidance Officers liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Destinations

<u>Type</u>	<u>Detail</u>
State High School	Indooroopilly, Bellbird Park, Capalaba State College, Mt Gravatt, Brisbane State High School, Forest Lake, Holland Park,
T.A.F.E.	Southbank, Logan
Alternate Setting	Carbrook Animal Assisted Learning, Carinity Education,
Tertiary Preparation	University of Queensland
Traineeship	Business, Scientific Business
Disability Employment Service	Mylestones, GCESS, Maxima
Work	Part time,

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available. This school's report will be available at <https://barrettadolescentcentreschool.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website