

# Barrett Adolescent Centre Specific Purpose School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Barrett Adolescent Centre Specific Purpose School** from **12 to 15 March 2019**

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Jenny Maier	Senior reviewer, SIU (review chair)
Jenny Hart	Senior reviewer
David Manttan	External reviewer



## 1.2 School context

<b>Location:</b>	Lofter Street, Tennyson
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1983 – Wacol in original form 2014 – Yeronga as independent from Queensland Health 2015 – at Tennyson Special School 2017 – on campus of Queensland Pathways State College, Tennyson
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	28 – currently
<b>Indigenous enrolment percentage:</b>	0.0 per cent of students currently identify as Indigenous.
<b>Students with disability enrolment percentage:</b>	100 per cent of students access professional mental health support
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2013 – Term 2 2014 (acting principal); continuing throughout 2014–2019
<b>Day 8 Staffing teacher full-time equivalent numbers:</b>	6.4
<b>Significant partner schools:</b>	Queensland Children's Hospital (QCH) School, Yeronga State High School, Forest Lake State High School, Indooroopilly State High School, Corinda State High School, Ipswich State High School, Brisbane State High School, Coorparoo Secondary College, Bellbird Park State Secondary College, Centenary State High School, Brisbane School of Distance Education (SDE), Cairns SDE, Capricorn SDE.
<b>Significant community partnerships:</b>	Child and Youth Mental Health Service (CYMHS), Assertive Mobile Youth Outreach Service (AMYOS), Evolve, private mental health providers, Anglicare, Aftercare, Mercy Care, Safe Places, local businesses, Queensland Ambulance, Queensland Police Service (QPS), Department of Communities, Disability Services and Seniors, and Department of Child Safety, Youth and Women.
<b>Significant school programs:</b>	A fully differentiated curriculum delivery that offers each student engagement with the Australian Curriculum (AC) through the general capabilities and allows students to access their base school curriculum which is also aligned to the AC

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum coordinator, six teachers, two teacher aides, six students, president Parents and Citizens' Association (P&C) and nine parents/carers.

Community and business groups:

- Six clinical providers and Mental Health Community Advocate.

Partner schools and other educational providers:

- Principal Ipswich State High School, principal QCH School, head of student services Indooroopilly State High School, senior guidance officer and three guidance officers.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Data Profile (Semester 2, 2018)
Investing for Success 2019	School budget overview
School Opinion Survey	Curriculum planning documents
OneSchool information	School differentiation plan
Professional learning plan 2019	Responsible Behaviour Plan for Students
Staff Induction Program	Referral and enrolment documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Classroom Readiness Project document	School based curriculum, assessment and reporting framework
Various student planning documents including Individual Learning Plans and Individual Support Plans	Barrett Adolescent School Improvement Action Plan 2016 and 2017 - 2019



## 2. Executive summary

### 2.1 Key findings

**The belief that every student can learn pervades the school.**

All staff are committed to doing whatever it takes to support each young person in their learning and personal development. There is a sense of belonging and connection for all.

**School leaders and staff are to be acknowledged for the considerable progress made in response to the 2015 school review in relation to understanding and implementing the Australian Curriculum (AC).**

The principal and school staff have developed an improvement agenda underpinned by the school's vision. The principal is leading the way in driving and implementing this agenda. It identifies two broad focus areas including continuing to build mental health management and knowledge, and further developing and refining Australian Curriculum (AC) delivery in order to provide educational opportunities for adolescents experiencing mental health issues.

**The collection of student performance data is prioritised by school leaders to determine the areas for further student development in literacy, numeracy and social and personal development.**

Diagnostic data and observations inform the completion of personal and social capability continua in addition to the school-developed classroom readiness indicators. Recently introduced diagnostic testing is being implemented. Each student's case manager records and analyses this data. School leaders report this is an area of continual development.

**The leadership team and all staff members are clear and consistent with regard to placing a priority on ensuring that all teaching and learning addresses the individual needs of every student.**

Staff articulate that there are many plans developed for an individual student. They acknowledge the difference in plans and the different purpose and audience of plans. Staff are seeking a way to streamline plans to avoid the duplication of information.

**The school has a documented whole-school curriculum plan based on the AC, Queensland Certificate of Education (QCE) and Vocational Education and Training (VET).**

Students access a combination of subjects, some generated through the school and others provided and assessed through their base school. Senior students study curriculum from their base school and through Schools of Distance Education (SDE) and Queensland Pathways State College (QPSC). Teaching staff tutor students in English and mathematics and other subject programs provided by the student's base school. Assessment tasks are undertaken at Barrett and returned to the base school for marking and moderation. Teachers express interest in further developing their curriculum knowledge through professional learning, particularly in relation to the new senior syllabuses.



**School leaders and staff recognise that the effective use of teaching strategies is key to engaging students in successful learning.**

Teachers are frequently in team teaching situations with teaching colleagues and teacher aides. They articulate this situation provides opportunities for collaborative conversations regarding their pedagogical practices. These conversations occur informally between colleagues and more formally in staff meetings and case management processes. A formal observation and feedback process is yet to be developed and implemented in the school.

**All staff members articulate and demonstrate a belief that all students can be successful in learning when staff understand their current wellbeing needs and achievement levels.**

The school has established effective partnerships with mental health providers to support students whilst attending the school. Feedback regarding student wellbeing and progress at school is shared weekly. Health providers are appreciative of the constant open communication that enables further enhancement and refining of the student's clinical care program.

**The school actively seeks strategic partnerships to enhance student learning and wellbeing with parents, base schools, community groups, local businesses and other schools and post-secondary education providers.**

Parents are highly supportive of the school. Many parents communicate stories of the significant positive changes made in the lives of their child through attending the school. Parents express appreciation for the honesty and openness in the communication with the school. Consistent messages articulated by parents regarding their child coming to this school include that it is has been a 'life-saving decision', 'My child's education has been restarted' and 'My child can identify a pathway for learning'.



## 2.2 Key improvement strategies

Intentionally collaborate with a range of secondary schooling providers to facilitate professional learning that enhances the skills and knowledge of teachers in teaching and assessing the AC Years 7 to 10 and the new senior curriculum.

Provide opportunities for staff to work collaboratively in streamlining the number and range of student plans required for different purposes and audiences.

Further build staff capability to analyse, interpret and purposefully use student learning data to set next steps for learning at individual and student cluster level.

Collaboratively develop and implement an observation and feedback process to support teacher growth in agreed pedagogical practices.