



Aspley Special School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

## Contact information

|                       |   |
|-----------------------|---|
| <b>Postal address</b> | PO Box 67 Zillmere 4034   |
| <b>Phone</b>          | (07) 3867 2333  |
| <b>Fax</b>            | (07) 3867 2300  |
| <b>Email</b>          | principal@aspleyspecs.eq.edu.au   |
| <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

Aspley Special School provides educational programs for students aged between 12 and 18 years of age with intellectual disability and additional disabilities. The school is unique in that it is one of only four special schools in Queensland that provides programs just for secondary aged students with disabilities. This uniqueness has enabled the school to develop and maintain a focus on learning experiences tailored to preparing students for post-school life. As such, all programs are centred on ensuring students are ready to transition into the broader community as independently as possible. Aspley Special School is a leader in the provision of senior schooling programs for students with disabilities. Our reputation has been built on our award winning recycling and hospitality programs. In recent years, it is also a result of our focus on delivering the Australian Curriculum, implementing innovative models of service delivery and expanding our senior schooling programs. Aspley Special School has been recognised with numerous educational and community awards including the Queensland Department of Education's highest accolade, a Showcase Award in the Senior Schooling category. Aspley Special School has also received a National Australia Bank Schools First Award for community partnerships. All students are encouraged to become as independent as possible. Each student has an Individual Curriculum Plan (ICP) or Senior Education and Training (SET) Plan that identifies priority learning goals which are developed by the staff, in consultation with parents, caregivers and students. In the Senior School (Years 10 to 12), students also have a student driven, aspirational Planning Alternate Tomorrows with Hope (PATH) plan. All aspects of each student's plans are focused on developing the skills required for post-school life. Our school vision is 'For our students to extend their ability and readiness to engage in personally meaningful life activities as content, valued members of the broader community'. Our school motto is Learning for Life.

## 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                              | 94   | 86   | 99   |
| Girls                              | 33   | 29   | 29   |
| Boys                               | 61   | 57   | 70   |
| Indigenous                         | 2    | 3    | 4    |
| Enrolment continuity (Feb. – Nov.) | 90%  | 95%  | 94%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

### Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2017 | 2018 | 2019 |
|--------------------|------|------|------|
| Year 7 – Year 10   | 7    | 7    | 7    |
| Year 11 – Year 12  | 8    | 9    | 9    |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

### Extra-curricular activities

During 2019, there were additional co-curricular options such as inter-school sport, technology, media, choir, drama and social-skills focused groups.

School-wide and class specific, differentiated daily exercise programs.

Performing Arts events.

Annual school events including the Senior Formal, Award Days, ANZAC Day and Remembrance Day Ceremonies.

A variety of school camps were organised and targeted for the diverse range and age of learners within the school including the Annual Special School Fishing Competition.

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

In 2019, Aspley Special School continued to invest in both physical Information and Communication Technology (ICT) resources and the capacity of staff to utilise these resources, within the classroom. Investment in the training for teachers and teacher aides in managing the use of interactive Liquid Crystal Display (LCD), iPads, desktop computers and applications, in a special school context, has ensured that staff are well equipped to deliver the required learning for today's technological world.

The school continued to purchase numerous applications and programs for use in the classroom.

Interactive Liquid Crystal Display (LCD) or Light Emitting Diode (LED) touch screens are in all classrooms.

Interactive technologies continue to be embedded in teacher planning and classroom practice.

## **Social climate**

### **Overview**

Aspley Special School places a strong emphasis on its Positive Behaviour for Learning (PBL) program which has been integral in assisting to create a caring, safe, respectful, inclusive and positive school environment. This climate is regularly commented upon by our students, staff and visitors.

The core foundation of school beliefs at Aspley Special School is our Rule of 5.

These five expectations permeate all aspects of Aspley Special School. The use of the PBL rules matrix contextualises these expectations to the different learning areas of the school which enables more consistency with reinforcement and strategies.

Aspley Special School has an effective pastoral care system in place where all students are attached to a home group and have a key staff member who acts as their case manager and point of reference, in areas where they may require additional support. The school's leadership team works collaboratively with staff, and the school's Guidance Officer and Chaplain, to respond supportively to the variety of issues that students may experience both within and outside of the classroom with student wellbeing always the priority of all intervention.

### **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

| <b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---|-------------|-------------|-------------|
| • their child is getting a good education at school (S2016)         | 91%         | 78%         | 91%         |
| • this is a good school (S2035)                                     | 96%         | 94%         | 91%         |
| • their child likes being at this school* (S2001)                   | 91%         | 100%        | 92%         |
| • their child feels safe at this school* (S2002)                    | 91%         | 100%        | 100%        |

| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2017 | 2018 | 2019 |
|--|------|------|------|
| • their child's learning needs are being met at this school* (S2003)                                     | 91%  | 94%  | 92%  |
| • their child is making good progress at this school* (S2004)  | 91%  | 88%  | 92%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 91%  | 94%  | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 95%  | 100% | 100% |
| • teachers at this school motivate their child to learn* (S2007)   | 91%  | 94%  | 91%  |
| • teachers at this school treat students fairly* (S2008)   | 91%  | 94%  | 100% |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 96%  | 94%  | 100% |
| • this school works with them to support their child's learning* (S2010)                                 | 96%  | 82%  | 100% |
| • this school takes parents' opinions seriously* (S2011)   | 91%  | 76%  | 100% |
| • student behaviour is well managed at this school* (S2012)  | 91%  | 94%  | 92%  |
| • this school looks for ways to improve* (S2013)   | 91%  | 89%  | 91%  |
| • this school is well maintained* (S2014)  | 95%  | 94%  | 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:                       | 2017  | 2018  | 2019  |
|---|-------|-------|-------|
| • they are getting a good education at school (S2048)                     | 100%  | 95.6% | 92.7% |
| • they like being at their school* (S2036)                                | 95.9% | 97.7% | 89.1% |
| • they feel safe at their school* (S2037)                                 | 100%  | 95.5% | 91.1% |
| • teachers treat students fairly at their school* (S2041)                 | 95.8% | 95.7% | 90.6% |
| • their school gives them opportunities to do interesting things* (S2047) | 100%  | 100%  | 93.0% |

\* 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% | 96%  |
| • they feel that their school is a safe place in which to work (S2070)   | 92%  | 88%  | 82%  |
| • they receive useful feedback about their work at their school (S2071)  | 84%  | 82%  | 80%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89%  | 95%  | 92%  |
| • students are encouraged to do their best at their school (S2072)   | 100% | 98%  | 98%  |
| • students are treated fairly at their school (S2073)  | 88%  | 98%  | 92%  |
| • student behaviour is well managed at their school (S2074)  | 88%  | 90%  | 85%  |
| • staff are well supported at their school (S2075)   | 84%  | 83%  | 90%  |
| • their school takes staff opinions seriously (S2076)  | 90%  | 83%  | 90%  |
| • their school looks for ways to improve (S2077)   | 92%  | 90%  | 96%  |
| • their school is well maintained (S2078)  | 90%  | 98%  | 98%  |
| • their school gives them opportunities to do interesting things (S2079)   | 90%  | 98%  | 86%  |

\* 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

Aspley Special School seeks to foster positive relationships with parents and caregivers and to involve them whenever possible in their child's education.

Aspley Special School uses a range of strategies to establish and maintain close parent and caregiver links with the school, including:

- Coordinating and hosting Individual Curriculum Plan (ICP) or Senior Education and Training (SET) Plan meetings. These formal meetings involve the valuable exchange of information between parents or caregivers and teachers to collaboratively review the plan for the student's future pathway. Information packages are provided to the parents or caregivers to assist discussions, when the meetings take place. At the meetings, the student's work program and progress towards the attainment of their priority goals is reviewed. Adjustments are made for the next 6 months of the plan.
- Organising and facilitating Planning Alternative Tomorrows with Hope (PATH) meetings with students in Year 10 and their parents or caregivers.
- Encouraging open communication by organising regular meetings with parents or caregivers to discuss their child's progress and work programs. These visits and resultant discussions help to ensure that both home and school are working together for the benefit of the student.

- Hosting a parent and caregiver information evening which provides detail about the different areas of the school, the curriculum offerings, PBL initiatives, camps and other general topics including Relationships and Sexual Education (RSE).
- Using the student's school communication diary, to promote regular communication between home and school, as some of our students have a limited capacity to relay messages or information. This communication book serves the very important purpose of maintaining a close partnership between the school and home.
- Using a range of communication modes to ensure that parents and caregivers are kept up to date on their child's education. For some students, especially those with more complex medical or behavioural needs, this contact is often daily. Staff utilise phone calls, text messages, emails and the school newsletter as a means of communicating to parents and caregivers. The school embraces digital technologies for communication purposes. The website and social media platforms provide access to information for the school community in a user-friendly, contemporary format.
- Ensuring the school newsletter and newsflashes are transmitted electronically to all parents and caregivers makes this accessible on their mobile devices.
- Contacting parents and caregivers via SMS if their child is absent from school without explanation, to ensure their child's safety and wellbeing is at the highest priority.

It was another busy year for the school's Parents & Citizens (P&C) Association. The P&C Association met formally and assisted greatly with school projects including the Sports Day. The P&C Association continues to be an important communication link between the school and the parents or caregivers of our students.

### **Respectful relationships education programs**

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

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    | 2    | 0    | 5    |
| Long suspensions – 11 to 20 days    | 0    | 0    | 0    |
| Exclusions                          | 1    | 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

### Reducing this school's environmental footprint

Aspley Special School contains the Kingfisher Recycling Centre. Through the efforts of our students, staff and volunteers, we manage to recycle significant tonnes of materials every year. These efforts significantly reduced Aspley Special School's ecological footprint and offset our carbon output.

Aspley Special School's footprint was further reduced by the generation of electricity through the solar panels installed on our hospitality buildings, as part of the Solar Schools program. With the ongoing development of Aspley Special School's gardening program, the school's organic composting procedures have also expanded. This not only reduces the amount of waste entering our bins but also promotes positive environmental behaviours for our students. There continues to be a concerted effort to reduce the use of paper in correspondence.

Classroom procedures relating to energy use are outlined and communicated with staff including recommended settings and use of air-conditioning along with end of day and holiday procedures for limiting the consumption of electrical devices in stand-by mode.

The Kingfisher Recycling Centre is a registered Brisbane City Council Community Composting Hub. This enables members of our community, especially those who do not have a backyard, to recycle vegetable scraps to become compost. It also prevents vegetable scraps being dumped with general waste.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2016–2017 | 2017–2018 | 2018–2019 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 183,380   | 171,791   | 183,180   |
| Water (kL)        | 1,952     | 1,463     | 2,068     |

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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 image shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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.

The image shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and '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            | 31              | 45                 | 0                  |
| Full-time equivalents | 29              | 27                 | 0                  |

\*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 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
- 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
- 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.

The major professional development initiatives are as follows:

- Staff Wellbeing, Safety and Mental Health.
- Rehabilitation Coordination and return to work training.
- Berry Street Education Model training.
- Positive Behaviour for Learning (PBL) and Team Teach course.
- Mentoring through Teacher Education Centre of Excellence.

- Induction and support for beginning teachers through Mentoring Beginning Teachers (MBT) program.
- Balanced Literacy.
- Pragmatic Organisation Dynamic Display (PODD) workshops.
- Queensland Curriculum and Assessment Authority (QCAA) workshops and training in relation to Queensland Certificate of Individual Achievement (QCIA).
- Use of Information and Communication Technology (ICT), hardware, applications and programs.
- Award Scheme Development and Accreditation Network (ASDAN).
- Stephanie Alexander Kitchen Garden Program.
- Student health including health planning, training and implementation of daily medical procedures with the Nurse and Therapists.
- Therapist training and professional supervision.
- Conferences –QASEL, SBMAQ, HACC/MASS, and TADS.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

The proportion of the teaching aide staff involved in professional development activities during 2019 was 100%

## 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%  | 96%  | 95%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2019.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2019 for all Queensland state Special schools was 86%. Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description  | 2017 | 2018 | 2019 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 91%  | 91%  | 86%  |
| Attendance rate for Indigenous** students at this school | 94%  | 64%  | 68%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

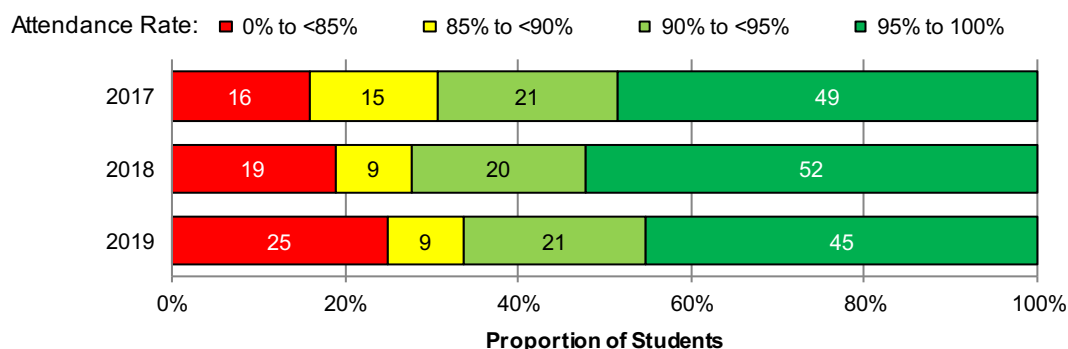
| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Year 7     | 89%  | 90%  | 90%  |
| Year 8     | 89%  | 88%  | 83%  |
| Year 9     | 91%  | 86%  | 84%  |
| Year 10    | 92%  | 95%  | 86%  |
| Year 11    | 93%  | 91%  | 83%  |
| Year 12    | 91%  | 94%  | 89%  |

#### Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

Most student absences were explainable and mainly due to ill health. Due to the specialised health needs of some of our students there can be regular and extended periods of absence due to illness. Staff do make every effort to contact and liaise with parents or caregivers regarding absences. This is done through a variety of methods including SMS, phone calls and written communication in the students' diaries/communication books.

Aspley Special School uses a same day notification of unexplained absence system. This is an electronic system that notifies parents or caregivers of an unexplained absence and prompts them to contact the school with an explanation for the absence.

## Year 12 Outcomes

Tables 13–14 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Table 13: Outcomes for our Year 12 cohorts

| Description  | 2017 | 2018 | 2019 |
|--|------|------|------|
| Number of students who received a Senior Statement   | 25   | 13   | 13   |
| Number of students awarded a QCIA  | 25   | 13   | 13   |
| Number of students awarded one or more VET qualifications (including SbAT)   | 17   | 3    | 9    |
| Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification | 68%  | 23%  | 69%  |

Table 14: Vocational Education and Training (VET)

| VET qualification        | 2017 | 2018 | 2019 |
|--------------------------|------|------|------|
| Certificate I            | 17   | 3    | 9    |
| Certificate II           | 0    | 0    | 0    |
| Certificate III or above | 0    | 0    | 0    |

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 15: Apparent retention rates for Year 10 to Year 12 for this school

| Description   | 2017 | 2018 | 2019 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort                       | 104% | 83%  | 128% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 100% |      |      |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

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

### Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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://aspleyspecs.eq.edu.au>.