

Mackay District Special School

2007 School Annual Report

School Details

| | |
|-------------|---|
| PO Address: | PO Box 8161 Mount Pleasant Mackay QLD 4740 |
| Phone: | 49631333 |
| Fax: | 49631300 |
| Email: | the.principal@mackdistspecs.eq.edu.au |
| Website: | http://www.mackdistspecs.eq.edu.au/ |

Principal's Foreword

Introduction

Mackay District Special School provides an integrated framework and approach to realise the vision and objectives of Queensland State Education – 2010 and the outcomes and targets of Destination 2010 by

- Improving the quality of the educational experience for all students; &
- Increasing the number of students who will complete 12 years of schooling

Future Outlook

Playground development
Senior School restructure and curriculum development and implementation
Behaviour Management – positive behavioural support with non violent crisis intervention
Implementation of Picture Exchange System for students requiring support with communication
Digital Portfolios for all students

Mackay District Special School

Our school at a glance

School Profile

| | |
|----------------------|----------------|
| Total enrolments: | 48 |
| Year levels offered: | Ungraded |
| Structure: | Co-educational |

Curriculum offerings

Our distinctive curriculum offerings and Extra Curricula Activities:

- Arts as a distinctive subject offering across all year levels.
 - Individual language and communication skill development
 - Incorporation of technology to assist non verbal learners to develop alternate systems of communication
 - Participation in the Mackay Festival of the Arts – street parade and choir performance at the Jack Sturgeon Lunchbox Concert, Anzac Day Parade
 - Development of a weekly Tuckshop and Dine In Program as part of Vocational and Transitional Activities programs
 - Participation in Sustainable Environmental programs including Recycling, Waste minimization and Environmental sustainability programs
 - Successful application to the Tank A Day competition resulting in a tank being donated to the school
- Meaningful access to the broader community presents very important learning opportunities for our students. The single most important aim is to enable our students to be fully included as equal citizens in this community, to enable them to benefit from the common good and in turn, to make a positive contribution to that good. In 2007 that process involved, among many activities,
- Arts - Membership of the Bell Ringers Association along with the first instrumental group - chimes
 - Senior Schooling – Camp to Cape Hillsborough with all senior students attending
 - Botanical Gardens Art Exhibition
 - On site cultural events from the Queensland Arts Council and other such community providers
 - Visits to public amenities such as recreation areas, libraries and museums
 - Linkage with students from other schools, special education units for shared sporting and arts activities such as Kids Cushion Concert, The Strut, Anzac Day Parade, Fitzgerald Spectacular,

Parents, in the Opinion Survey, reported a level of satisfaction with the variety of school activities at 100%

Students reported their level of satisfaction at N/A %

How computers are used to assist learning:

Many of our students can be strongly engaged in the learning process when computers are made integral to the teaching and learning process.

To assist those who also enjoy and can be engaged with the learning process through computers but struggle to access the technology due to physical disabilities are provided with assistive technology to ensure that access is achieved.

These include in particular the use of software such as Boardmaker, Clicker 5, Power point and Writing with Symbols.

Many of the students are taught to use the internet safely. It can provide them with a recreational tool for use at home or out in the community.

There is a shared direction in the use of ICT's to support the systematic collection of data through the implementation of Digital Portfolios for all students.

A phased introduction across the school was implemented with all curriculum coordination time allocated in the past year to ensure that all students now have individual USB Drives with their data saved across 2007.

The purchase of hardware and software has been strongly focused on providing the infrastructure that is current. Previously there was replacement plan for hardware or upgrading of software/assistive technology as it became available.

This has been achieved at this point in time which will now leave us well prepared for the incorporation of the broader range of technology that is available.

Mackay District Special School

Our school at a glance

Social climate

In all five domains measured against School Climate parents reported an above state mean satisfaction. They report that their child is safe and happy, that the behaviour of other students, the discipline and treatment is fair at Mackay District Special School. Staff also reported in Staff-community relations also reflected satisfaction in relationships with the community, other staff, students and respect.

Smart Choices has been implemented across the school linking it to our Tuckshop and Friend's Corner Dine In program. Menu options reflect the balance of green and amber food items and are identified for parents on the take home selection sheet.

Smart Moves initiative has been taken on by staff with leadership coming from our Middle School. Awareness raising sessions have been held and reviewing/planning commenced in 2007 of the current program in relation to the requirements. It has been identified that most students are involved in HPE related activities already for the required period of time.

N/A% of students reported satisfaction with the behaviour of students at this school.

93.1% of parents reported satisfaction with the behaviour of students at this school.

Involving parents in their child's education

Parents and carers are an integral part to the implementation of the curriculum programs on offer at the school. Through the consultation process associated with the Individual Education Plan, Senior Education Transition Plan and the reporting cycle parents input is actively sought and incorporated into planning and programming.

Teaching teams share best practice between home and school so that outcomes are achieved, along with community organizations are encouraged to participate in a range of activities across the school that include;

- Membership of the P & C
- Volunteering in tuckshop, class activities, community based programs.
- Celebrating presentations, workshops and information sessions.
- Regular newsletter and interactive website.

Parents report an above average state mean satisfaction that they have opportunities to participate in school decision making.

Senior School are actively involved in developing links with Agencies and Industry as a mean of developing skills that will support their transition to post school options. It is very much an individualised process of identifying skills and linking them with organisations. There is the need then for a flexible approach to this.

Parent, student and teacher satisfaction with the school

96.6% of parents expressed satisfaction that their child is getting a good education at school.

Students reported their level of satisfaction at N/A%

Parent responses to the Opinion Survey question about this being a good school indicated a level of satisfaction at 96.4%

68.8% of staff members reported that they were satisfied with the morale in the school.

Value added

Results not applicable or withheld.

Student attendance

The average attendance rate as a percentage in 2007 was 92%

Mackay District Special School

Our Staff Profile

Qualifications of all teachers and school leaders

Highest level of attainment

Percentage of classroom teachers and school leaders at the school

Doctorate

Masters

Bachelor degree

100%

Diploma

Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2007 was \$14,558

The major professional development initiatives are as follows:

Information, Communication and Technology training, Picture Exchange Communication system training for staff, disability specific training, Behaviour Management, Hepatitis B vaccination, Senior First Aid and CPR, Finance Training, Arts curriculum, Team Building, QSA – Senior Curriculum

All staff are inducted at the commencement of each new school year with newly graduated teachers undergoing an individualised induction program.

A structure of formal meetings for whole of staff, department and curriculum meetings with leadership for each of these is incorporated. In this way mentoring and peer learning can be implemented at the working level. It is in this structure that systemic requirements such as Performance Framework is introduced and explored.

Planning for Professional Development was identified following a survey of needs of staff and the curriculum needs of our students. Initiatives that have been adopted will be implemented across a three year cycle so that all teaching staff have the competencies in whole of school initiatives. This is particularly so for communication and knowledge around Autism.

The involvement of the teaching staff in professional development activities during 2007 was 94.1%

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate in 2007 was 96%

Proportion of staff retained from the previous school year

94% of staff were retained by the school from the end of the 2006 school year for the entire 2007 school year.