

Our school at a glance

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Principal's foreword

Introduction

The 2008 school year was highlighted by a number of activities.

Meetings with Project Services in designing our new facility. Whilst we are in the early stages, money has been set aside and preliminary plans have been developed. It is anticipated the new Centre will be built and ready to move into March-April 2011. The Barrett Adolescent Centre Website is now complete. Please check it out at www.barradolspecs.qld.edu.au

Major work completed in our Garden/Kitchen project. All the school staff, many of the hospital staff and all of the students spent time in our gardens. Apart from the digging and planting we've had the chance to harvest and have lunches from some of the produce. This work continues a major focus on Healthy eating/Healthy mind, which is particularly important for our students. There were also major activities around Healthy body/Healthy mind. These included a bike riding program, walks in The Park, gym visits, special sports challenge days, adventure program and camps.

In the curriculum we had a Chinese extravaganza which focused on the Olympics. This included cooking and Olympics day and a visit to a Chinese restaurant for Yum Cha.

We also did an indigenous unit which also included cooking, games, music, art and a visit from an indigenous elder who educated students and staff on his culture.

Future outlook

In 2011 the Adolescent Centre and school will move from its present location at The Park Wacol to a site attached to the Redlands Hospital. This will have a major impact on human resources, facilities and the curriculum we are able to offer. The implications of this move will be a focus in our 2010-2012 Triennial School Review and Strategic Plan.

School Profile

Barrett Adolescent Centre School is an Education Queensland school operating within the Adolescent Ward of the Park Centre for Mental Health at Orford Drive, Wacol. The Adolescent Centre has a 16 bed ward and depending on occupancy all inpatients attend school from 9 to 3 on weekdays. Added to this are regular clients with outpatient status who attend school and therapy though living outside the hospital.

Each student has an Individual Care Plan which includes caring for the physical, psychological and social aspects for each student. We refer to the "therapeutic milieu" of bringing together young people with serious psychiatric problems. Some of the benefits include – finding a peer group for the first time, realizing there are others who have similar problems, being accepted for who you are.

Parents and caregivers are by the nature of our situation involved in the students' day to day life at the hospital. They are given comprehensive reports of the students' progress at the end of each semester and are encouraged to have significant input into the formulation of Educational Plans for students.

Our school at a glance

Curriculum offerings

The school offers classes for all clients with ages between 12 and 18. Core classes include Literacy, Numeracy and Information Technology with these being complemented by classes in Art, Drama, Music, Media, Construction, Home Economics and Horticulture. The school works closely with the nursing and allied health to provide clients with a range of activities which will help their social contact and increase living skills. These include outings to movies, gyms, restaurants, camps, art galleries and work sampling. Each term the school conducts special event days which are planned and executed by the students. Indicative of these are the Bacademy Awards, Café Day and concerts.

There has been a strong move in the curriculum to educate students in the principles of a healthy lifestyle. The focus in Health and Physical Education and Home Economics has been on nutritious eating and daily exercise. These programs have been further enhanced by the development of a kitchen garden project. Water tanks have been installed to maintain the gardens that have been developed and a new outdoor kitchen area has begun with completion expected in the near future. This will help to involve students in the various phases of healthy living - growing, harvesting, preparing and sharing of food we grow.

Social climate

Our students are assisted with these adolescent tasks through the multidisciplinary team of teachers, occupational therapists and social worker. Each adolescent has an Individual care plan which assesses their needs. A range of group programs including psychoeducation, community access, boys to men, relationships, mentoring program and emotional regulation assist students to develop the social and living skills necessary to individuate as confident individuals and interact appropriately with others.

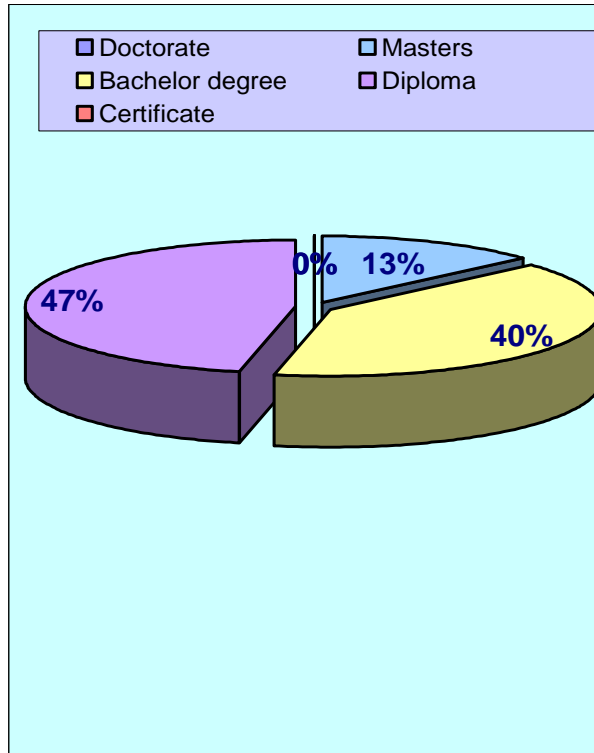
Involving parents in their child's education.

As the prime reason for an adolescent being admitted to the Centre is a serious mental health issue and not schooling, parents are more concerned with health rather than educational issues at this time. Parents have contact to the School through the Case Coordinator. They are involved in the preparation of the Personal Education Plan for their adolescent. They receive a semester report on student outcomes. A P&C has been established.

Our staff profile

Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 6 |
| Diploma | 7 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$7965 .
- The major professional development initiatives are as follows: ABM Aggressive behaviour management training, conference presentation in Tampere, Finland.
- The involvement of the teaching staff in professional development activities during 2008 was 100%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 100% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 100%.

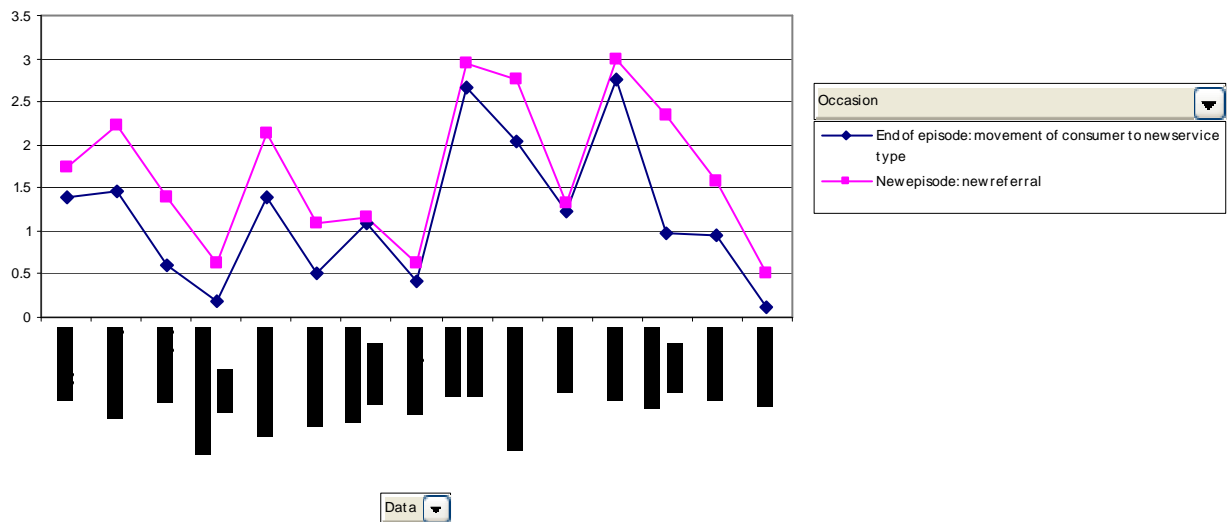
Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. Due to the serious nature of the Mental Health problems experienced by our adolescents no students participated in the national testing program.

It is difficult to use available testing to rate the success of our students and programs. Many of our students are completely disabled by their mental health issues which may be temporary or continue for a much longer period. As a multidisciplinary team we use the HONOSCA Health of a Nation Scales to reflect the progress that individuals have made over time. This instrument is scored every six weeks of enrolment. As can be seen by the table below, scores on all subtests show an improvement on discharge.

Diagnosis All Diagnoses Unit BAU

HoNOSCA Scores at Admission and Discharge to BAC



Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Parent, student and teacher satisfaction with the school

Overall no parents, students or teachers were dissatisfied with the school.

Most students expressed satisfaction with their outcomes, the curriculum and learning climate and the resources at the school.

Parents saw the particular strengths as the friendly and supportive relationships with staff and the good communication that occurs between staff and parents and carers.

Staff expressed strong support for staff morale, communication and staff and student relationships.

All expressed a general concern with the physical environment of the classrooms and buildings which are in a poor state. This problem will be addressed with the building of a new facility in 2011.