EXHIBIT 1403

DET.002.001.0674

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Barrett Adolescent Centre Special School (3056)

Queensland State School Reporting

2012 School Annual Report

Note 1. To assist with the development of the 2012 School Annual Report (SAR), this prepopulated template has been provided so schools can insert required information. Depending on your school type and year levels offered, you may choose to remove some non-applicable sections.

Note 2. Careful consideration should be given to the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.

Note 3. To use the template, insert your school information by typing only into the shaded area ({ FORMTEXT }).

Note 4. Please ensure that all RED text is deleted before converting to PDF and publishing on the web.

Note 5. The completed SAR is to be posted to your school's website by 30th June 2013 and left on the website for a minimum of 12 months. The SAR must be located no more than '1 click' away from the school's home page.

Note 6. Schools are to make arrangements to provide the information (e.g. a copy of the completed SAR), on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the School Annual Report on the internet.

Insert a picture or jpg of your school crest in this field. You may have to resize the image (before you import it) to make it smaller or larger so that it will fit in the space provided.	Postal address	The Park Centre for Mental Health Locked Bag 500 Sumner Park 4074
	Phone	
	Fax	
	Email	
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
	Contact Person	{ FORMTEXT } Title of a school-based contact person for further information on the school and its policies.

Principal's foreword

Introduction

{ FORMTEXT } Outline the scope of what is contained in the report.

School progress towards its goals in 2012

{ FORMTEXT } Outline AIP priorities from 2012 and describe/indicate the progress made on these priorities. Progress toward completion could be described and/or displayed in a table. For example, the first priority may have been partially completed/implemented in 2012 and is expected to be completed in 2013.

Future outlook

{ FORMTEXT } Outline the key areas for improvement as defined in the School Implementation Plan for 2013.

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Our school at a glance

School Profile

Record:

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Year 8 - Year 12**

Total student enrolments for this school:

Total	Girls	Boys	Enrolment Continuity (Feb – Nov)

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

{ FORMTEXT } For the 'Characteristics of the student body', provide a broad statement that outlines the demographic/ socio—economic characteristics of your student body. This could include ethnicity, cultural background, religious backgrounds, rural/urban, indigenous/non-indigenous, student/community representation, family occupation/background, enrolment continuity, family composition, percentage of ESL, etc.
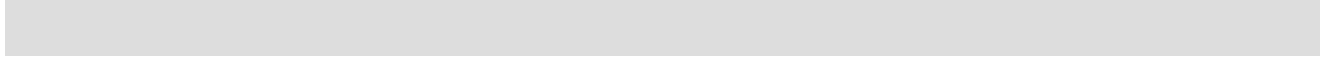
Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Year 4 – Year 10	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Year 11 – Year 12	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }

School Disciplinary Absences

Note that the SDA figures below count those students <u>recommended</u> for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Long Suspensions - 6 to 20 days	{ FORMT	{ FORMT	{ FORMT

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Our school at a glance

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Our school at a glance

Exclusions	{ FORMT EXT }	{ FORMT EXT }	{ FORMT EXT }
Cancellations of Enrolment	{ FORMT EXT }	{ FORMT EXT }	{ FORMT EXT }

Curriculum offerings

Our distinctive curriculum offerings Regular subjects do not need to be listed. Outline in dot point form salient features of the school's curriculum.

{ FORMTEXT }

Extra curricula activities Description of the activities should be provided, particularly those that involve a significant number of students. Outline in dot point form.

{ FORMTEXT }

How Information and Communication Technologies are used to assist learning Use narrative to describe school strategies such as digital pedagogies.

{ FORMTEXT }

Social climate

{ FORMTEXT }   Briefly describe the social climate of the school, **including pastoral care programs**, other support programs (if applicable), **and strategies to respond to bullying**. (Questions from the School Opinion Survey where students and parents express their satisfaction with 'safe at school', 'treated fairly', 'behaviour and discipline' and 'happy to go to this school' could also inform this aspect of the report).

Parent, student and staff satisfaction with the school

{ FORMTEXT }   Describe in plain language the overall satisfaction of parents, students, and staff.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	75.0%
their child is making good progress at this school*	66.7%
teachers at this school expect their child to do his or her best*	100.0%

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Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	72.7%
they like being at their school*	81.8%
they feel safe at their school*	81.8%
their teachers motivate them to learn*	72.7%
their teachers expect them to do their best*	81.8%
their teachers provide them with useful feedback about their school work*	81.8%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	81.8%
their school takes students' opinions seriously*	90.9%
student behaviour is well managed at their school*	90.9%
their school looks for ways to improve*	81.8%
their school is well maintained*	90.9%
their school gives them opportunities to do interesting things*	90.9%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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Our school at a glance

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

\# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Our school at a glance

Involving parents in their child's education

{ FORMTEXT }   Write a short paragraph on the strategies used for involving parents in their child's education.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

{ FORMTEXT }   Write a brief paragraph on the efforts made by the school during 2012 to reduce its environmental footprint (as based on electricity and water usage rates provided in the table below).

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	{ FORMTEXT }	{ FORMTEXT }
2010-2011	{ FORMTEXT }	{ FORMTEXT }
2011-2012	{ FORMTEXT }	{ FORMTEXT }

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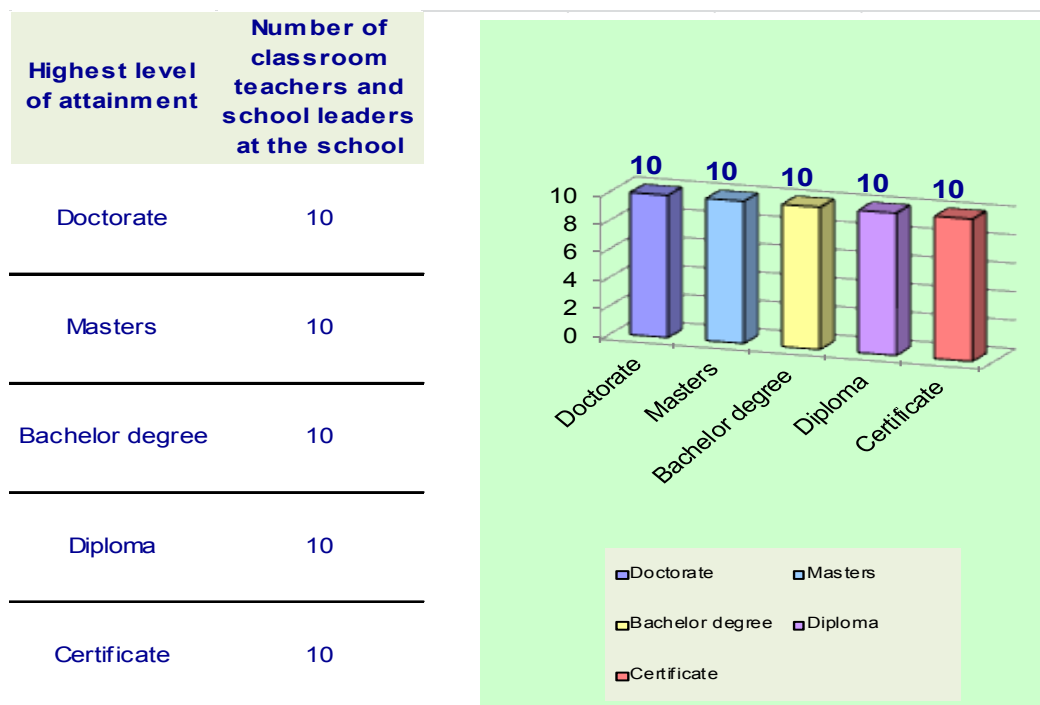
DET.002.001.0681

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the *'less than 5'* rule has been applied in schools whose Indigenous staff numbers are less than five.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff

Schools will report on the qualifications of classroom teachers and school leaders employed at the school, based on those staff employed at the end of Term 4 each year. Qualifications should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualifications of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education, Training and Employment does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	10
Masters	10
Bachelor degree	10
Diploma	10
Certificate	10

{ FORMTEXT } Additional reporting (e.g. names and qualifications of individual teachers or staff) is at the school's discretion.

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Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were ${ FORMTEXT }. This information can be calculated from One School data (refer *Policy Guidelines: Annual Reporting by Queensland Schools*).

The major professional development initiatives are as follows:

{ FORMTEXT } Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The proportion of the teaching staff involved in professional development activities during 2012 was { FORMTEXT }%. The proportion of the teaching staff participating is to be reported as a percentage.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	95.5%	94.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/. (The School information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School web site).

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Where it says '**Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

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Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	100%	100%	100%

The overall attendance rate in 2012 for all Queensland state Education Units, Schools of Distance Education and Specific Purpose Schools schools was 100%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORMT EXT }
2011	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	100%	100%	100%	{ FORM TEXT }	DW
2012	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	{ FORM TEXT }	DW	100%	100%	{ FORMT EXT }

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
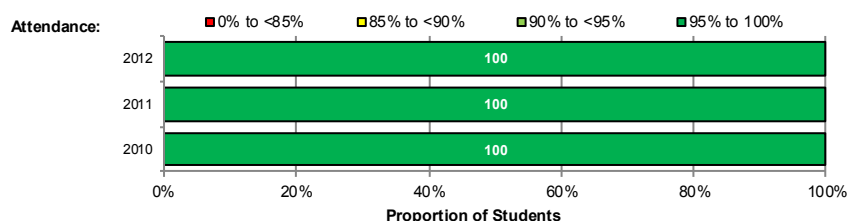
Description of how non-attendance is managed by the school

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Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

{ FORMTEXT } In this section describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance.

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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Performance of our students

Achievement – Closing the Gap

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

{ FORMTEXT }

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Number of students awarded a Queensland Certificate Individual Achievement.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Number of students receiving an Overall Position (OP).	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Number of students awarded an Australian Qualification Framework Certificate II or above.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }

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Performance of our students

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Number of students awarded an International Baccalaureate Diploma (IBD).	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
2011	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
2012	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
2011	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }
2012	{ FORMTEXT }	{ FORMTEXT }	{ FORMTEXT }

As at 2 May 2013. The above values exclude VISA students.

{ FORMTEXT } Please write a brief description just of the types of Certificate I courses your students undertook. Leave this blank if there were no Certificate I students in your school in 2012.

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Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

{ FORMTEXT } Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers, and a general indication of where the early leavers move to (i.e., work study, overseas, interstate, etc).

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