

In the matter of the *Commissions of Inquiry Act 1950***Commissions of Inquiry Order (No.4) 2015****Barrett Adolescent Centre Commission of Inquiry****AFFIDAVIT**

Patrea Ursula Walton of Department of Education and Training, Deputy Director-General solemnly and sincerely affirms and declares:

1. This affidavit is provided in response to the Supplementary Requirement to Give Information in a Written Statement issued by the Barrett Adolescent Centre Commission of Inquiry dated 23 February 2016. **Exhibit A** to this affidavit is a copy of this notice.

Education Services

2. On 22 February, 2016 the Director-General, Department of Education and Training approved the formation of the *Students with Complex Mental Health Conditions Advisory Group* ('the Advisory Group'). **Exhibit B** to this affidavit is a Briefing Note dated 22 February, 2016, Draft Terms of Reference for the Advisory Group and copies of letters mailed 23 February 2016 to the Director-General Queensland Health and the Mental Health Commissioner seeking representation for the Advisory Group.
3. The Department of Education and Training is committed to providing quality educational services to all students, including those with complex mental health conditions.

Page 1

Deponent

A.J.P. C. Dec., Solicitor

AFFIDAVIT

On behalf of the State of Queensland

Crown Solicitor
11th Floor, State Law Building
50 Ann Street
BRISBANE QLD 4000

- 2 -

4. The Department of Education and Training has a continuing commitment to ensure that all students have access to a range of high-quality education and training programs.
5. The Department of Education and Training retained and expanded education service provision to students with complex mental health conditions after the closure of the Barrett Adolescent Centre.
6. This has been achieved through the:
 - (a) continuation of the Barrett Adolescent Centre Special School, currently located at Tennyson; (with onsite classes and outreach services)
 - (b) delivery of education services to students attending the Child Mental Health Unit, Adolescent Mental Health Unit or day programs at the Lady Cilento Children's Hospital School and similarly to those students involved with the Adolescent Mental Health Unit and day programs at the Royal Brisbane Women's Hospital;
 - (c) the provision of 35.3 FTE and 450 teacher aide hours per week at hospitals at various locations around Queensland to deliver school programs to students in hospital; and
 - (d) recent allocation of one mental health coach in each of the seven Department of Education and Training regions. These coaches will provide leadership and direction in the planning and implementation of mental health and wellbeing initiatives and priorities within each region. The mental health coaches will also develop and maintain effective networks with internal and external stakeholders to ensure coordinated holistic responses to complex mental health and wellbeing issues; and develop and promote professional development for teachers, school leaders, guidance officers and other staff to enhance staff capability to respond to the needs of students.

7. The purpose of the Advisory Group is to provide advice to the Department of Education and Training with respect to state-wide co-ordination and delivery of educational services to young people with severe and complex mental health issues.
8. The inclusion of clinical mental health specialists on this Advisory Group ensures the Department of Education and Training has access to relevant expertise when determining how best to support the educational needs of individual students with complex mental health conditions.
9. The aim of the Advisory Group is provided in the Draft Terms of Reference and includes:

Aim

- (a) To work collaboratively with relevant stakeholders to consider the most appropriate provision of educational services for adolescents with serious mental issues.
 - (b) To consider the effectiveness of the current provision of educational services for adolescents who have serious mental health issues.
 - (c) To provide feedback and advice on any proposed changes to the provision of educational services for adolescents who have serious mental health issues.
10. The work of the Advisory Group will ensure the Department of Education and Training is:
 - (a) kept informed as to any development or changes to the model of health service delivery provided to students with complex mental health conditions by Queensland Health; and
 - (b) is in a position to provide high-quality education and training services to this group of students into the future.

Other Information / Staff Surveys

11. As the Deputy Director-General I am provided with data obtained through School Opinion Surveys conducted with Department of Education and Training employees. **Exhibit C** to this affidavit are the School Opinion Survey reports relating to the Department of Education and Training employees working at the Barrett Adolescent Centre Special School from 2013 to 2015. Explanatory notes are provided to assist in interpretation of the data.
12. The results of these School Opinion Surveys indicate that the Barrett Adolescent Centre Special School employees who completed the surveys in 2015 reported a high level of agreement to all staff and teacher only items with the exception of 5 items relating to information and communication technologies and infrastructure.

All the facts affirmed in this affidavit are true to my knowledge and belief except as stated otherwise.

Affirmed by PATREA URSULA WALTON)
on 24/02/16 at Brisbane in)
the presence of:)


A Justice of the Peace, C-Decl., Solicitor

In the matter of the *Commissions of Inquiry Act 1950*

Commissions of Inquiry Order (No.4) 2015

Barrett Adolescent Centre Commission of Inquiry

CERTIFICATE OF EXHIBIT

Exhibit A to C the Affidavit of PATREA URSULA WALTON *affirmed* sworn on
2016. *24/02/16.*

Deponent

A.J.P., C.Dec., Solicitor

In the matter of the *Commissions of Inquiry Act 1950***Commissions of Inquiry Order (No.4) 2015****Barrett Adolescent Centre Commission of Inquiry****INDEX TO EXHIBITS**

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"A"

BARRETT ADOLESCENT CENTRE COMMISSION OF INQUIRY

Commissions of Inquiry Act 1950
Section 5(1)(d)

SUPPLEMENTARY REQUIREMENT TO GIVE INFORMATION IN A WRITTEN STATEMENT

To: Ms Patrea Walton

Of: c/- Paul Lack, Crown Law by email to: [REDACTED]

I, the Honourable MARGARET WILSON QC, Commissioner, appointed pursuant to *Commissions of Inquiry Order (No. 4) 2015* to inquire into certain matters pertaining to the Barrett Adolescent Centre ("the Commission") require you to give a written statement to the Commission pursuant to section 5(1)(d) of the *Commissions of Inquiry Act 1950* in regard to your knowledge of the matters set out in the Schedule annexed hereto.

YOU MUST COMPLY WITH THIS REQUIREMENT BY:

Giving a written statement prepared either in affidavit form or verified as a statutory declaration under the *Oaths Act 1867* to the Commission on or before **4:00pm, Monday 29 February 2016**, by delivering it to the Commission at Level 10, 179 North Quay, Brisbane.

A copy of the written statement must also be provided electronically either by: email at mail@barrettinquiry.qld.gov.au (in the subject line please include "Requirement for Written Statement"); or via the Commission's website at www.barrettinquiry.qld.gov.au (confidential information should be provided via the Commission's secure website).

If you believe that you have a reasonable excuse for not complying with this notice, for the purposes of section 5(2)(b) of the *Commissions of Inquiry Act 1950* you will need to provide evidence to the Commission in that regard by the due date specified above.

DATED this 23rd day of February 2016

[REDACTED]
The Hon Margaret Wilson QC
Commissioner
Barrett Adolescent Centre Commission of Inquiry



SCHEDULE

Education Services

1. What steps, if any, has the Department of Education and Training taken with respect to co-ordinating with Queensland Health about providing educational services to young people with severe and complex mental health issues since the closure of the Barrett Adolescent Centre.

Other

2. Explain any other information or knowledge (and the source of that knowledge) that you have relevant to the Commission's Terms of Reference.
3. Identify and exhibit all documents in your custody or control that are referred to in your witness statement.

"B"

Briefing Note

Director-General

Department of Education and Training

Action required: For Approval**Action required by:** 15 February 2016

Routine: The Regional Director — Metropolitan Region would appreciate the Director-General's advice as soon as possible to enable implementation of the initiative early in 2016.

**SUBJECT: STUDENTS WITH COMPLEX MENTAL HEALTH CONDITIONS
ADVISORY GROUP — DRAFT TERMS OF REFERENCE**

Summary of key objectives

- To seek the Director-General's approval:
 - for the formation of the Students with Complex Mental Health Conditions Advisory Group (Advisory Group);
 - of the proposed membership of the Advisory Group;
 - of its draft Terms of Reference (ToR) (**Attachment 1**); and
- To request that the Director-General invite the Director-General, Queensland Health to provide two appropriate representatives to sit on this Advisory Group (**Attachment 2**).
- To request that the Director-General invite Dr Lesley van Schoubroeck, Queensland Mental Health Commissioner to participate in this Advisory Group (**Attachment 3**).

Key issues

1. On 10 November 2015, the Minister for Education approved the continuation of services of Barrett Adolescent Centre Special School (BACSS) until such time as Queensland Health's (QH) plan to build a new facility for young people with serious mental conditions, including an integrated specific-purpose school, is known.
2. The Department of Education and Training (DET) is committed to continuing to work with QH to develop an appropriate model of educational support for adolescents with serious mental health issues.
3. The BACSS is currently staffed with 5.3 Full-time Equivalent (FTE) teachers, 108.2 Teacher Aide hours and fractional equivalents for the roles of Guidance Officer, Social Welfare Officer and Administrative Support Officer.
4. The provision of educational programs for students with serious mental health conditions who are enrolled in State Schools is the responsibility of DET; however, the clinical mental health support for these young people rests with QH.
5. DET provides a hospital school at the Lady Cilento Children's Hospital (LCCH) to cater for students from across the state who access the LCCH. In 2015 the Lady Cilento Children's Hospital School (LCCHS) was allocated 23.3 FTE teachers. In 2015, LCCHS staff provided hospital classes at LCCH, Royal Brisbane and Women's Hospital, and ACT for Kids.
6. LCCHS caters for students with significant and complex mental health conditions in addition to students with general medical conditions.

- 7 DET also provides teachers for hospital classes across various locations in Queensland. Staff at these sites are provided from base school FTEs, and are supervised locally. As a result of a recommendation from the Hospital Schools Advisory Council, professional development/collegial support is provided by LCCHS.
8. In 2016, DET has allocated seven mental health coaches — a 1.0 FTE Mental Health Coach for three years (2016 – 2018) to each region. This initiative seeks to build the capacity of school leaders and their staff to improve mental health and wellbeing for the students and staff.
9. To ensure a coordinated approach to the provision of educational programs for students with serious mental health conditions, it is proposed to form an Advisory Group to include various stakeholders from DET (including the Principals of BACSS and LCCHS), QH and parent representatives. This Advisory Group will provide advice to the Director-General about the implementation of an appropriate model of educational support for students with serious mental health conditions. Draft ToRs are attached for approval (**Attachment 1**).
10. Currently, there is no coordinated approach to the delivery of these services across BACSS, LCCHS and Regional Services.
11. As BACSS and LCCHS are both within the Metropolitan Region, it is recommended that the Metropolitan Region – Regional Director takes the lead on this group and the subsequent implementation of the recommendations.
12. Following the recommendations from the Advisory Group, the Metropolitan Region will prepare a brief regarding the future provision of educational programs for students with serious mental health conditions. The Metropolitan Region will seek the Director-General's approval for any changes to current operations.

Implications

13. Costs associated with the Advisory Group are anticipated to be minimal, and will be met through the Metropolitan Region's operation budget.
14. Future decisions made by QH regarding the provision of services for young people with serious mental health issues may result in subsequent changes to the model of services offered by DET.

Background

15. BACSS was established in 1983 under a joint agreement with QH.
16. BACSS is a Band 7 specific purpose school which provides educational programs for secondary aged students with significant and complex mental health conditions.
17. BACSS currently operates from the Tennyson Special School site at 38 Lofter Street, Tennyson, providing both onsite and outreach services for students with significant and complex mental health conditions.
18. BACSS was previously based at the Barrett Adolescent Centre located at The Park – Centre for Mental Health (The Park Centre), providing educational services for both inpatients and outpatients of the Barrett Adolescent Centre.
19. QH managed the Barrett Adolescent Centre and provided mental health support for these students in an onsite residential facility at The Park Centre. Educational services at the school were provided by a DET principal and staff. As a result of changes to the QH service delivery models, the residential service to these young people at The Park Centre was closed at the end of 2013. Accordingly, BACSS was relocated from The Park Centre.
20. In November 2015, the Minister for Education approved the continuation of services of BACSS until such time as QH's plan to build a new facility for young people with serious mental health conditions, including an integrated specific-purpose school, is known.

21. BACSS continues to support existing and referred students aged between 13 and 18 years.
22. Students who attend BACSS have Personal Education Plans which vary according to their engagement with their base school and their level of mental wellness. These plans are endorsed by staff of BACSS, the student's base school, the appropriate medical practitioner and the parent or carer.
23. The BACSS educational program may include sessions at the BACSS site and also sessions at the student's base school/educational site.
24. Sessions at BACSS take the form of group teaching, one-on-one tutoring, practical subjects and activities and community access. The learning areas covered are literacy, numeracy, smart moves, life skills, history, science, art, physical education and drama.
25. The curriculum program is based on the appropriate curriculum from the student's base school.
26. Sessions at the students' base schools are supported by a BACSS staff member, who either works with the young person in the classroom while the teacher continues to teach their normal program, or in individual tutorials providing educational support or follow up with assessment work.

Right to information

I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

That the Director-General:

- **approve** the formation of Students with Complex Mental Health Conditions Operational Advisory Group;
- **approve** the draft Terms of Reference which will inform the operations of the Advisory Group (**Attachment 1**); and
- **sign** the attached letter (which will include **Attachment 1**) to the Director-General, Queensland Health, requesting that two appropriate representatives be provided to sit on this Advisory Group (**Attachment 2**).
- **sign** the attached letter (which will include **Attachment 1**) to Dr Lesley van Schoubroeck, Queensland Mental Health Commissioner, inviting her to participate in this Advisory Group (**Attachment 3**).

APPROVED/ NOT APPROVED

DR JIM WATTERSTON
Director-General
Department of Education and Training

22, 2, 2016.

☐ Copy to Minister's Office

Director-General's comments

Action Officer
 Kym Amor
 Director – RS
 Metropolitan Region

Endorsed by:
 Mark Campling
 RD
 Metropolitan Region

Endorsed by:
 Bevan Brennan
 ADG
 State Schools –
 Operations

Endorsed by:
 Patrea Walton
 DDG
 State Schools

Tel:
 Date: 28/01/2016

Tel:
 Date: 05/02/2016

Draft Terms of Reference

Title	Students with Complex Mental Health Conditions Advisory Group
Background	In November 2015, the Minister for Education approved the continuation of services of Barrett Adolescent Centre Special School until such time as Queensland Health's plan to build a new facility for young people with serious mental conditions, including an integrated specific-purpose school, is known. The Department of Education (DET) is committed to continuing to work with Queensland Health (QH) to develop an appropriate model of educational support for adolescents with serious mental health issues.
Context	<ul style="list-style-type: none"> • The Advisory Group has been formed to provide feedback and direction to the Director-General, DET regarding the implementation of an appropriate model of educational support for adolescents with serious mental health issues. • This group will consider how the Barrett Adolescent Centre Special School, the Lady Cilento Children's Hospital School and the Regional Mental Health Coaches, and associated staff, will provide a coordinated service, including on-site and outreach services, for students with serious mental health conditions.
Aim	<ul style="list-style-type: none"> • To work collaboratively with relevant stakeholders to consider the most appropriate provision of educational services for adolescents with serious mental health issues. • To consider the effectiveness of the current provision of educational services for adolescents who have serious mental health issues. • To provide feedback and advice on any proposed changes to the provision of educational services for adolescents who have serious mental health issues.
Objectives	<ul style="list-style-type: none"> • To ensure governance structures are in place to guide the appropriate referral and application process for the provision of services for relevant students. • To ensure departmental policies and procedures relevant to the provision of services for students with serious mental health issues are being adhered to. • To develop jointly agreed responsibilities of both DET and QH for the support of students with serious mental health conditions. • To ensure appropriate communication between QH and DET regarding the provision of services for students. • To clarify how educational programs and the appropriate curriculum will be delivered for students with serious mental health issues and how these students will be supported to access the curriculum.

Draft Terms of Reference

Membership	<p>Chair – Regional Director, Metropolitan Regional, DET.</p> <ul style="list-style-type: none"> • Assistant Director-General, State Schooling – Operations • Director – Strategy and Performance (Student Services) – Metropolitan Region • Executive Director, Student Wellbeing and Support • Principal – Barrett Adolescent Centre Special School • Principal – Lady Cilento Children's Hospital School • Queensland Mental Health Commissioner • Parent representative of the Hospital Schools Advisory Council • Two (2) Representatives from QH (as determined by the Director-General, QH) TBA
Frequency and Conduct of Meetings	<ul style="list-style-type: none"> • Meetings will be scheduled by the Chair • Meetings will be held on a monthly basis.
Meeting Operations	<ul style="list-style-type: none"> • Secretariat support will be provided by DET – Metropolitan Region <p>Quorum</p> <ul style="list-style-type: none"> • The Advisory Group does not require a quorum and meetings can progress regardless of the number of members present. <p>Governance Pathway</p> <ul style="list-style-type: none"> • All proposals for agenda items and accompanying papers are to be submitted to the Secretariat at least 7 days prior to the scheduled meetings. • All feedback and recommendations from the Advisory Group will be presented to the Director General, DET (or delegate) for consideration and/or action. <p>Agenda</p> <ul style="list-style-type: none"> • Members are invited to submit agenda items. (Proposed items and papers are to be supplied to the Secretariat no later than seven (7) business days prior to the scheduled meeting via email.) • The agenda and relevant proposals will be provided to members by COB five (5) business days before the meeting. • Late agenda items will be tabled for consideration at the discretion of the Chair. <p>Record Keeping</p> <ul style="list-style-type: none"> • The Secretariat will prepare and manage electronic and hard copy records for meetings in accordance with the requirements of the Public Records Act 2002. <p>Duration</p> <ul style="list-style-type: none"> • The Advisory Group will function until such time as a decision is made by the Minister for Education to alter the decision for the continuation of services of the Barrett Adolescent Centre Special School, or at any time as advised by the Director General – Department of Education and Training.
Status of this TOR	Date Approved

Draft Terms of Reference

	TRIM Reference: 16/12141
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Office of the
Director-General

Department of
Education and Training

Mr Michael Walsh
Director-General
Department of Health
PO Box 48
BRISBANE QLD 4001

Dear Mr Walsh

Michael

On 10 November 2015, the Minister for Education and Minister for Tourism and Major Events approved the continuation of services of Barrett Adolescent Centre Special School (BACSS) until Queensland Health's plan to build a new facility for young people with serious mental conditions, including an integrated specific-purpose school, is known. The Department of Education and Training will continue to work with Queensland Health during this period to develop an appropriate model of educational support for these young people.

The Students with Complex Mental Health Conditions Advisory Group is being initiated to ensure the associated educational programs are appropriately coordinated. It is proposed that the group will include stakeholders from the Department of Education and Training (including the Principals of BACSS and the Lady Cilento Children's Hospital School), Queensland Health and parent representatives.

I invite two representatives from Queensland Health to participate in the Students with Complex Mental Health Conditions Advisory Group. I have enclosed a copy of the draft Terms of Reference for your perusal.

It would be appreciated if you could nominate the name, position and contact details of your department's representatives by email to Ms Kym Amor, Director, Regional and School Support Services, Department of Education and Training at [redacted] or by telephone on [redacted]. Ms Amor is also available should you wish to discuss the Advisory Group further.

Thank you for your consideration of this important matter. I look forward to working with you in the interests of students with serious mental health conditions.

Yours sincerely

DR JIM WATTERSTON
Director-General

Ref: 16/12466

Enc

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Office of the
Director-General

Department of
Education and Training

Dr Lesley van Schoubroeck
Mental Health Commissioner
Queensland Mental Health Commission
PO Box 13027
GEORGE STREET QLD 4003

Dear Dr van Schoubroeck

Lesley

On 10 November 2015, the Minister for Education and Minister for Tourism and Major Events approved the continuation of services of Barrett Adolescent Centre Special School (BACSS) until Queensland Health's plan to build a new facility for young people with serious mental conditions, including an integrated specific-purpose school, is known. The Department of Education and Training will continue to work with Queensland Health during this period to develop an appropriate model of educational support for these young people.

The Students with Complex Mental Health Conditions Advisory Group is being initiated to ensure the associated educational programs are appropriately coordinated. It is proposed that the group will include stakeholders from the Department of Education and Training (including the Principals of BACSS and the Lady Cilento Children's Hospital School), Queensland Health and parent representatives.

I invite you to participate in the Students with Complex Mental Health Conditions Advisory Group. I have enclosed a copy of the draft Terms of Reference for your perusal.

It would be appreciated if you could respond regarding your availability to Ms Kym Amor, Director, Regional and School Support Services, Department of Education and Training at [redacted] or by telephone on [redacted]. Ms Amor is also available should you wish to discuss the Advisory Group further.

Thank you for your consideration of this important matter. I look forward to working with you in the interests of students with serious mental health conditions.

Yours sincerely


DR JIM WATTERSTON
Director-General

Ref: 16/78627

Education House
30 Mary Street Brisbane
Queensland 4000 Australia
PO Box 15033 City East
Queensland 4002 Australia

Website www.dete.qld.gov.au

ABN 76 337 613 647

" C "

Robert Boal

From: ROBINSON, Lesley
Sent: Tuesday, 23 February 2016 8:57 AM
To: WALTON, Patrea
Cc: VAYANOS, Carol; KEANE, Brendan; KINSELLA, Christopher
Subject: Barrett Adolescent Centre Special School - School Opinion Survey Results 2013-2015
Attachments: Copy of SOS results for Barrett Adolescent Centre Special School as available on DET website.xlsx

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Patrea

Please find below analysis of results from the staff surveys between 2013 – 2015 for Barrett Adolescent Centre Special School by the Survey and School Performance team as request.

Summary:

The results of the Staff Survey in 2015 indicate that the Barrett Adolescent Centre Special School employees who completed the survey reported a high level of agreement to all staff items and teacher-only items with the exception of five items relating to Information and Communication Technologies and infrastructure.

Response:

Please find attached School Opinion Survey School Report for 2013 to 2015 for Barrett Adolescent Centre Special School (3056).

The School Opinion Survey (SOS) is an annual suite of surveys (parent/caregiver, student, staff and principal) conducted around July/August each year to gauge opinions on important aspects of schooling in Queensland state schools. The staff and principal surveys also provide an opportunity for school staff to express their opinions on the school as a work environment. There is one survey for each group (parent/caregiver, student, staff and principal), with an additional version of the student survey available for special schools. A significant redevelopment of the surveys occurred in 2013 for the staff and principals surveys to align the surveys with the proposed *National School Opinion Survey*, and has resulted in a break in the time series. As such, this report contains data following the break in time series only, to allow for future comparisons of data.

It should be noted that school level data are prone to some variability due to sample sizes and response rates. Response numbers for Barrett for all staff items between 2013-2015 ranged from 7 -15 and for teacher only items ranged from 3 - 9.

The results for the *School Opinion Survey: Staff Survey* remain consistently high for Barrett Adolescent Centre Special School. There was 100% positive agreement to 38 of the 42 items in the 2015 survey. Of the four items that did not have 100% positive agreement, three of the items are related to information and communication technologies and their use at the school as areas for improvement where positive agreement has declined compared to the results from 2013 and 2014.

- 'I can access necessary information and communication technologies to do my job at this school', (100% positive agreement in 2013 and 2014, 71.4% in 2015)
- 'Information and communication equipment is well maintained at this school' (92.9%, 100% and 57.1% positive agreement in 2013, 2014 and 2015 respectively)
- 'This school provides useful information online' (100%, 87.5% and 60.0% positive agreement in 2013, 2014 and 2015 respectively).

The fourth item 'This school is well maintained' had 71.4% positive agreement in 2015. Whilst lower than region and state benchmarks the result was an improvement at the school level from 46.7% in 2013 and 66.7% in 2014.

Only an additional six questions had less than 100% positive agreement in either 2013 or 2014, and of those only two had less than 90% positive agreement in either year:

- 'I feel the Developing Performance process helps me to improve my work at this school' - 76.9% (state average 83.6%) positive agreement in 2013 and 72.7% (state average 83.2%) in 2014; and
- 'I feel that staff morale is positive at this school' - 93.3% positive agreement (state average 82.9%) in 2013 and 80.0% (state average 82.9%) in 2014).

The table below reports the 10 items from the Staff Survey that had less than 100% positive agreement in any of the three years 2013-2015.

Item code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	2013 (%)	2014 (%)	2015 (%)
S2078	This school is well maintained.	46.7	66.7	71.4
S2079	This school gives me opportunities to do interesting things.	93.3	100.0	100.0
S2080	I feel I have a good work-life balance.	93.3	91.7	100.0
S2082	I feel well prepared for the different aspects of my job at this school.	100.0	91.7	100.0
S2084	I feel that staff morale is positive at this school.	93.3	80.0	100.0
S2085	I feel the Developing Performance process helps me to improve my work at this school.	76.9	72.7	100.0
S2086	I have access to quality professional development.	92.9	100.0	100.0
S2087	I can access necessary information and communication technologies to do my job at this school.	100.0	100.0	71.4
S2090	Information and communication equipment is well maintained at this school.	92.9	100.0	57.1
S2097	This school provides useful information online.	100.0	87.5	60.0

There are an additional 18 teacher-specific questions in the Staff Survey. Of these, 17 had 100% positive agreement across all three years (2013-15), while the remaining question 'This school has the buildings and infrastructure to support teaching and learning practices' had 80% positive agreement in 2014 and 0% positive agreement in 2015 (please note this question was not part of the 2013 survey).

Overall the results of the Staff Survey for Barrett Adolescent Centre Special School were very high and above that of regional and state benchmarks.

Please contact me for further information or clarification.

Regards

Lesley



Queensland
Government

Lesley Robinson
Assistant Director-General
Strategy and Performance
Department of Education and Training

Level 20 | Education House | 30 Mary Street | Brisbane QLD 4000
PO Box 15033 | City East QLD 4002

School Opinion Survey

Barrett Adolescent Centre Special School 2013–2015.

Contents

Reports:

Staff School Report – All staff items

Staff School Report – Teaching staff only items

Supporting information

Metadata

SCHOOL OPINION SURVEY — Staff School Report (all staff items), Queensland, 2013–2015.

Total Agreement: Presents the aggregation of positive responses, that is; 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Centre Code	School Name	Item Code	Staff were asked to think about over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace	A	Total Agreement (%)
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2069	I enjoy working at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2070	I feel this school is a safe place in which to work.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2071	I receive useful feedback about my work at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2072	Students are encouraged to do their best at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2073	Students are treated fairly at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2074	Student behaviour is well managed at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2075	Staff are well supported at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2076	This school takes staff opinions seriously.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2077	This school looks for ways to improve.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2078	This school is well maintained.	15	46.7
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2079	This school gives me opportunities to do interesting things.	15	83.3
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2080	I feel I have a good work-life balance.	15	93.3
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2081	I feel I have the necessary skills to do my job effectively at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2082	I feel well prepared for the different aspects of my job at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2083	I feel that social, cultural and racial diversity are respected at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2084	I feel that staff morale is positive at this school.	15	93.3
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2085	I feel the Developing Performance process helps me to improve my work at this school.	13	76.9
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2086	I have access to quality professional development.	14	92.9
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2087	I can access necessary information and communication technologies to do my job at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2088	I have the required skills to use the necessary information and communication technologies to do my job at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2089	I am aware of occupational health and safety procedures at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2090	Information and communication equipment is well maintained at this school.	14	92.9
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2091	Staff at this school are approachable.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2092	Staff at this school are interested in my wellbeing.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2093	Staff at this school have good team spirit.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2094	There is good communication between all staff at this school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2095	This school is well organised.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2096	This school keeps me well informed about things that are important to my work.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2097	This school provides useful information online.	11	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2098	This school asks for my input.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2099	This school encourages me to provide constructive feedback.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2100	This school encourages me to participate in professional development activities.	14	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2101	This school encourages me to take responsibility for my work.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2102	This school encourages me to undertake leadership roles.	12	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2103	This school encourages coaching and mentoring activities.	13	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2104	This school makes reasonable demands of me in my job.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2105	This school has a strong sense of community.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2106	This school celebrates staff achievements.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2107	I would recommend this school to others.	10	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2108	This is a good school.	15	100.0
All Staff	2013	3056	Barrett Adolescent Centre Special School	S2109	Overall, I feel that working at this school is rewarding.	15	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2069	I enjoy working at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2070	I feel this school is a safe place in which to work.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2071	I receive useful feedback about my work at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2072	Students are encouraged to do their best at this school.	11	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2073	Students are treated fairly at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2074	Student behaviour is well managed at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2075	Staff are well supported at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2076	This school takes staff opinions seriously.	12	100.0

SCHOOL OPINION SURVEY — Staff School Report (all staff items), Queensland, 2013–2015.

Total Agreement: Presents the aggregation of positive responses, that is: 'Somewhat Agree', 'Agree' and 'Strongly Agree'

Survey Type	Survey Year	Centre Code	School Name	Item Code	Survey statement (reworded as over the school year, and to indicate the extent to which the agreement disagreed with the following statements about aspects of the school as a workplace)	1	Total Agreement (%)
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2077	This school looks for ways to improve.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2078	This school is well maintained.	9	66.7
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2079	This school gives me opportunities to do interesting things.	11	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2080	I feel I have a good work-life balance.	12	91.7
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2081	I feel I have the necessary skills to do my job effectively at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2082	I feel well prepared for the different aspects of my job at this school.	12	91.7
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2083	I feel that social, cultural and racial diversity are respected at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2084	I feel that staff morale is positive at this school.	10	80.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2085	I feel the Developing Performance process helps me to improve my work at this school.	11	72.7
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2086	I have access to quality professional development.	11	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2087	I can access necessary information and communication technologies to do my job at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2088	I have the required skills to use the necessary information and communication technologies to do my job at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2089	I am aware of occupational health and safety procedures at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2090	Information and communication equipment is well maintained at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2135	Students with disability are well supported at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2091	Staff at this school are approachable.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2092	Staff at this school are interested in my wellbeing.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2093	Staff at this school have good team spirit.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2094	There is good communication between all staff at this school.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2095	This school is well organised.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2096	This school keeps me well informed about things that are important to my work.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2097	This school provides useful information online.	8	87.5
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2098	This school asks for my input.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2099	This school encourages me to provide constructive feedback.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2100	This school encourages me to participate in professional development activities.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2101	This school encourages me to take responsibility for my work.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2102	This school encourages me to undertake leadership roles.	11	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2103	This school encourages coaching and mentoring activities.	11	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2104	This school makes reasonable demands of me in my job.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2105	This school has a strong sense of community.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2106	This school celebrates staff achievements.	12	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2107	I would recommend this school to others.	9	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2108	This is a good school.	11	100.0
All Staff	2014	3056	Barrett Adolescent Centre Special School	S2109	Overall, I feel that working at this school is rewarding.	12	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2069	I enjoy working at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2070	I feel this school is a safe place in which to work.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2071	I receive useful feedback about my work at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2072	Students are encouraged to do their best at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2073	Students are treated fairly at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2074	Student behaviour is well managed at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2075	Staff are well supported at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2076	This school takes staff opinions seriously.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2077	This school looks for ways to improve.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2078	This school is well maintained.	7	71.4
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2079	This school gives me opportunities to do interesting things.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2080	I feel I have a good work-life balance.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2081	I feel I have the necessary skills to do my job effectively at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2082	I feel well prepared for the different aspects of my job at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2083	I feel that social, cultural and racial diversity are respected at this school.	7	100.0

SCHOOL OPINION SURVEY — Staff School Report (all staff items), Queensland, 2013–2015.

Total Agreement: Presents the aggregation of positive responses, that is; 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Centre Code	School Name	Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace	Agreement (%)	Agreement (%)
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2084	I feel that staff morale is positive at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2085	I feel the Developing Performance process helps me to improve my work at this school.	6	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2086	I have access to quality professional development.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2087	I can access necessary information and communication technologies to do my job at this school.	7	71.4
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2088	I have the required skills to use the necessary information and communication technologies to do my job at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2089	I am aware of occupational health and safety procedures at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2090	Information and communication equipment is well maintained at this school.	7	57.1
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2135	Students with disability are well supported at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2091	Staff at this school are approachable.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2092	Staff at this school are interested in my wellbeing.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2093	Staff at this school have good team spirit.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2094	There is good communication between all staff at this school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2095	This school is well organised.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2096	This school keeps me well informed about things that are important to my work.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2097	This school provides useful information online.	5	60.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2098	This school asks for my input.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2099	This school encourages me to provide constructive feedback.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2100	This school encourages me to participate in professional development activities.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2101	This school encourages me to take responsibility for my work.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2102	This school encourages me to undertake leadership roles.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2103	This school encourages coaching and mentoring activities.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2104	This school makes reasonable demands of me in my job.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2105	This school has a strong sense of community.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2106	This school celebrates staff achievements.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2107	I would recommend this school to others.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2108	This is a good school.	7	100.0
All Staff	2015	3056	Barrett Adolescent Centre Special School	S2109	Overall, I feel that working at this school is rewarding.	7	100.0

SCHOOL OPINION SURVEY — Staff School Report (teaching staff only items), Queensland, 2013–2015.

Total Agreement. Presents the aggregation of positive responses that is, 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Centre Code	School Name	Item Code	Teaching staff were asked to think back over the survey year and to indicate in which extent they agreed or disagreed with the following statements about aspects of the school as a workplace	#	Total Agreement (%)
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2111	I feel confident applying evidenced-based teaching and learning practices.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2112	I feel confident in my knowledge of the Australian and Queensland curriculums.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2113	I feel confident embedding education for sustainability across the learning areas.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2114	I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2115	I feel confident using curriculum support materials to enhance student learning at this school.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2116	I feel confident using student assessment data to improve student achievement at this school.	4	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2117	I feel confident meeting the learning needs of all of my students at this school.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2118	I feel confident engaging all of my students in learning at this school.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2119	I feel confident managing the behaviour of all of my students at this school.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2120	I feel confident delivering environmental education for sustainability.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2121	I feel confident collaborating with teaching colleagues.	9	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2122	I feel that students receive a good education at this school.	8	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2123	This school provides students with opportunities to experience different age appropriate responsibilities.	9	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2124	This school supports me in implementing Curriculum into the Classroom (C2C) materials.	7	100.0
Teaching Staff	2013	3056	Barrett Adolescent Centre Special School	S2125	Overall, I feel that teaching at this school is rewarding.	9	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	5	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2111	I feel confident applying evidenced-based teaching and learning practices.	5	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2112	I feel confident in my knowledge of the Australian and Queensland curriculums.	5	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2113	I feel confident embedding education for sustainability across the learning areas.	6	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2114	I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	6	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2115	I feel confident using curriculum support materials to enhance student learning at this school.	5	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2116	I feel confident using student assessment data to improve student achievement at this school.	3	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2117	I feel confident meeting the learning needs of all of my students at this school.	6	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2118	I feel confident engaging all of my students in learning at this school.	6	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2119	I feel confident managing the behaviour of all of my students at this school.	7	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2120	I feel confident delivering environmental education for sustainability.	6	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2121	I feel confident collaborating with teaching colleagues.	6	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2122	I feel that students receive a good education at this school.	8	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2136	I feel that students with disability receive the same educational opportunities as all other students at this school.	7	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2123	This school provides students with opportunities to experience different age appropriate responsibilities.	7	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2124	This school supports me in implementing Curriculum into the Classroom (C2C) materials.	3	100.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2137	This school has the buildings and infrastructure to support teaching and learning practices.	5	80.0
Teaching Staff	2014	3056	Barrett Adolescent Centre Special School	S2125	Overall, I feel that teaching at this school is rewarding.	6	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2110	I feel confident in my knowledge of evidenced-based teaching and learning practices.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2111	I feel confident applying evidenced-based teaching and learning practices.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2112	I feel confident in my knowledge of the Australian and Queensland curriculums.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2113	I feel confident embedding education for sustainability across the learning areas.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2114	I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2115	I feel confident using curriculum support materials to enhance student learning at this school.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2116	I feel confident using student assessment data to improve student achievement at this school.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2117	I feel confident meeting the learning needs of all of my students at this school.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2118	I feel confident engaging all of my students in learning at this school.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2119	I feel confident managing the behaviour of all of my students at this school.	3	100.0

SCHOOL OPINION SURVEY — Staff School Report (teaching staff only items), Queensland, 2013–2015.

Total Agreement: Presents the aggregation of positive responses, that is: 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Survey Type	Survey Year	Centre Code	School Name	Item Code	Teaching staff were asked to think about their school year and to indicate how well they agreed or disagreed with the following statements about aspects of the school as a whole	1	Total Agreement (%)
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2120	I feel confident delivering environmental education for sustainability.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2121	I feel confident collaborating with teaching colleagues.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2122	I feel that students receive a good education at this school.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2136	I feel that students with disability receive the same educational opportunities as all other students at this school.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2123	This school provides students with opportunities to experience different age appropriate responsibilities.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2124	This school supports me in implementing Curriculum Into the Classroom (C2C) materials.	3	100.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2137	This school has the buildings and infrastructure to support teaching and learning practices.	3	0.0
Teaching Staff	2015	3056	Barrett Adolescent Centre Special School	S2125	Overall, I feel that teaching at this school is rewarding.	3	100.0

Metadata	
Data source	School Opinion Survey
Description	The School Opinion Survey (SOS) is an annual suite of surveys (parent/caregiver, student, staff and principal) to gauge opinions on important aspects of schooling in Queensland state schools. The staff and principal surveys also provide an opportunity for school staff to express their opinions on the school as a work environment.
Owner	State Schools Division Department of Education and Training Queensland Government
Custodian	Strategy and Performance Department of Education and Training Queensland Government
Custodian contact	
Collection authority or relevant legislation	<ul style="list-style-type: none"> • Education (General Provisions) Act 2006 <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf> • Information Privacy Act 2009 <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InfoPrivA09.pdf>
Purpose of collection	<ul style="list-style-type: none"> • Increased understanding of opinions of parents/caregivers, students and school staff with various aspects of their school. • Increased understanding of areas of strength at Queensland state schools and areas that could be improved. • Increased understanding of various aspects of the work environment in Queensland state schools from staff and principals including effective relationships, work roles, general morale and development of schools as learning environments. • Key Performance Indicators in corporate documents such as Service Delivery Statements, the Strategic Plan and the Annual Report as well as monitoring performance at both the school and systemic level.
Reference period	The surveys have been enumerated annually in July/August, and respondents were asked to respond thinking back over 'this school year'.
Scope and coverage	<p>Data only collected from Queensland state schools, where scope and coverage was dependent on the size and composition of individual schools. In 2015, the target populations were:</p> <ul style="list-style-type: none"> • Parent/Caregiver Survey: all parents/caregivers based on eldest child at the school (including parents/caregivers of preparatory year and special school students). • Student Survey: sample of students in Years 5, 6, 8 and 11. • Student Survey for Special Schools: administered to age equivalent students in Special Schools at the Principals' discretion. • Staff Survey: all school staff (excluding Principals). • Principal Survey: all Principals (including Heads of Campus) aligned to departmental collection centres.
Response scale	<p>A six point agreement response scale was used: Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, Strongly Agree.</p> <p>Respondents were also presented with an 'Unable to comment' response category and these responses were excluded from calculations.</p>
Sampling	<p>The Student Survey for Special Schools sample was selected for age equivalent students in Special Schools at the Principals' discretion.</p> <p>The Student Survey sample was selected from a master list of all students enrolled in the target year levels:</p> <ul style="list-style-type: none"> • Schools with more than 60 students in each of the targeted year levels administered the survey to a sample of 60 students in each of the targeted year levels. • Schools with 60 or less students in each of the targeted year levels administered the survey to every student in each of the targeted year levels and supplemented with students in other year levels as appropriate. <p>NOTE: If a selected student was away on the day the survey was administered at the school, the next selected student on the sampling list was asked to complete the survey.</p>
Administration	In 2015, the surveys were primarily collected online using the departments WebSurvey System, with the exception of the Parent/Caregiver Survey where paper forms were administered in some pre-selected remote schools. The Parent/Caregiver Survey was also available upon request as a non-standard paper based translation. Schools were encouraged to administer the surveys following the suggested procedures in the Administration Guide to achieve the highest possible participation by parents/caregivers, students and staff. Schools were instructed to ensure that all responses remained confidential so that confidence in the survey results was maximised.
Data adjustments	<ul style="list-style-type: none"> • The contractor reviewed and edited responses as necessary. • The department's WebSurvey System contains automatic validation edits to ensure that online data were correct. • The department processed and cleaned the datasets to ensure only one response was selected per item and removed duplicates and full non-responses.
Coherence	A significant redevelopment of the surveys occurred over 2012 (parents/caregivers and students) and 2013 (staff and principals) to align the surveys with the proposed National School Opinion Survey, and has resulted in a break in the time series. As such, this report contains data following the break in time series only, to allow for future comparisons of data.
Response rates	A response rate is not provided for the survey types as this is difficult to accurately calculate with the unknowns at the school level. As a reference for interpreting school level results, the number of respondents who answered each item is provided in conjunction with the percentages for each response.

Methodology	
Reporting units	<ul style="list-style-type: none"> • Parents/caregivers. • Students. • All staff (all staff only items; includes Principals where items were the same). • Teaching staff (teaching staff only items; includes Principals where items were the same). • Principals (principal only items) NOTE Principal items are only available at non-school level reporting levels.
Reporting levels	<ul style="list-style-type: none"> • Queensland state schools. • Departmental reporting levels (refer explanatory notes for detailed group definitions) including: <ul style="list-style-type: none"> - Like Schools Group (LSG): Based on School Type, Band, Index of Relative Socio-Economic Disadvantage and Proportion of Indigenous Students. - School Group: Comprised of 'Primary' (State Schools); 'Secondary' (State High Schools); 'P-10/P-12' (Primary/Secondary Schools); 'Special' (Special Schools); 'SDE/EU/SP' (Schools of Distance Education, Educational Units and Special Purpose Schools); and 'Other' (Community Schools, Centres for Continuing Secondary Education, Environmental Education Centres and Outdoor Education Centres). - Geographic Region: Based on the geographic region reporting structure. • Queensland.
Estimates	<ul style="list-style-type: none"> • Data only collected from Queensland state schools. • Data are reported as the number of total valid responses to an individual statement (denominator) and the per cent of valid responses for the agreement response scale. • School level data are prone to very high variability due to small sample sizes taken from the population and/or varying response rates. It is advised to be used with caution. • School level data are unweighted. • Non-school level data are weighted to relevant benchmarks.
Caveats	<p>n: The number of respondents in the school who answered an individual item.</p> <p>Total Agreement: Presents the aggregation of positive responses, that is; 'Somewhat Agree', 'Agree' and 'Strongly Agree'.</p> <p>DW: Data withheld for confidentiality reasons. This can be for small respondent groups or where all responses to an item are the same.</p> <p>NA: Data not available.</p> <ul style="list-style-type: none"> • Percentages are rounded to one decimal point in reports, so discrepancies may occur between sums of the component items and totals. • Staff includes responses from Principals, where items were identical on both the Staff Survey and the Principal Survey. • Staff refers to both teaching and non-teaching staff. • Teaching staff includes Class Teachers; Deputy Principals; Guidance Officers; Heads of Department and Heads of Special Education Services; Itinerant and Visiting Teachers; Principals; Resource Teachers, Reading Recovery Teachers and Tutors and Learning Support Teachers; Teachers in Charge and Staff in other teaching roles. • Graphs should be viewed in conjunction with the corresponding table as 'NA', 'DW' and '0%' are all displayed as zero.
Dissemination	<ul style="list-style-type: none"> • Queensland state schools receive annual school level reports, which include non-school level references. • Schools are required to include survey results in their annual report. • The department includes statewide survey results in their annual report. • Datasets are released on the departments website <http://education.qld.gov.au/schoolopinionsurvey/> and on the Queensland Government Open Data portal <https://data.qld.gov.au/>. • Customised data are available upon request.