Currimundi Special School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

School Overview

Currimundi Special School provides educational programs for students with disabilities. All of our students have an intellectual disability with many students having additional disabilities including autism, physical impairment, vision impairment and hearing impairment. Our school community works together in a happy and supportive environment to provide learning experiences that will maximise opportunities for all students to reach their full potential. Our values and beliefs are strongly embedded in the elements of appropriate learning experiences that are meaningful and success oriented, high yet realistic expectations, opportunities for all students, teamwork based on the individual responsibility to commit to the success of the team and a strong sense of community spirit. Our school is a growing school which has resulted in an ongoing building program to establish purpose-built facilities. Our school is very well supported by the local community of the Sunshine Coast. All programs provide contextual learning experiences for our students both at school and in the community. Our school motto is 'Together We Grow'. We believe that it is only when we work together that we will grow in all areas of our lives.

Principal's Foreword

Introduction

This report provides information about our school in 2017. The continued growth that has occurred consistently over many years has resulted in the school growing in population and complexity, creating a need to adjust all school operations and functions to meet the changing needs within the school. Although growth has impacted significantly on the school, the culture of the school and the ongoing relationships that exist within the school and with the community of the Sunshine Coast have remained strong, successful and productive. The contents of this report outline the 2017 chapter of our school's journey.

School Progress towards its goals in 2017

Our curriculum focus for 2017 was to continue to develop an understanding of highly individualised curriculum and general capabilities using the Australian Curriculum, developing links with school programs, exploring its application to many more of our students and for teachers to share examples of planning. Although there was significant progress, continued application is needed to increase knowledge and understanding. More progress was achieved in developing consistency in teaching literacy, however, with continued changes in staff this will be an ongoing process for the future. There was continued communication of the school's improvement agenda occurred through visual displays, professional development sessions and individual conversations. There was an emphasis on identifying individual knowledge and skills of staff to share with others and the importance of all staff taking the individual responsibility in achieving successful team functioning. Developing leadership skills in identified staff was a particular focus throughout 2017 and will continue in 2018 and beyond. Staff were trained in the Mojo Maintenance program to assist in improving wellbeing. The implementation of Essential Skills for Classroom Management occurred and highlighted the need for ongoing work in this area. Classroom Profiling was introduced to interested staff and will continue to be expanded in 2018 and beyond. Team Teach was also implemented with training for all staff to assist staff in understanding and managing behaviour. The "Currimundi Kids" behaviour concept is now well imbedded and it is pleasing to see it being used in many other ways by teachers. Strong community links continued to be established and grown and are certainly noticeable in many areas of school operations.

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Future Outlook

Although our explicit improvement agenda for 2018 will address some different areas, the progress achieved to date in the priorities of the last few years will need to be continued. There will be a whole school focus on developing communication skills with students, exploring and using the most effective communication strategies and systems for individual students to best meet their needs. Building leadership capacity will continue with both existing school leaders and aspiring leaders. In 2018 there will be an emphasis on exploring and researching numeracy practices and pedagogies will help lead to the planning and development of a School Numeracy Overview. It will be important to continue the work started in 2017 on Essential Skills and Team Teach and Classroom Profiling.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	197	62	135	18	95%
2016	215	70	145	22	97%
2017	220	63	157	17	94%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
All students have an intellectual disability. Many students have additional disabilities along with intellectual disability, including physical impairment, vision impairment, hearing impairment and autism. The socio-economic characteristics of families reflect the overall socio-economic characteristics of the entire region of the Sunshine Coast.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Specific Curriculum Overview and Curriculum Focus for each of our four sectors, Early Years, Junior, Middle and Senior

- Curriculum Organisers are - Communication and Technologies; Community, Citizenship and the Environment; Leisure and Recreation; Personal and Living Dimensions; Vocational and Transitional Activities

- Individual planning for students addresses relevant areas of the Australian Curriculum and, where required, areas of the Extended Curriculum

- Curriculum for the Senior Sector is based on the Guideline for Individual Learning (GIL)

- All students in the Early Years, Junior and Middle Sectors have an ICP and ILP

- Students in the Senior Sector have an ILP which leads to acquiring their QCIA

Co-curricular Activities
- Active School Community Sports
- NRL Skills
- AFL Skills
- Football Australia Program
- Tennis Australia Program

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- Basketball Skills Program
- Hip Hop Dance Program
- Kartwheel Kids
- Arts Council
- Beach Safety Program
- Disco Fun Nights
- Horse Riding (RDA)
- Swimming Carnivals
- Sailing
- School Concert
- Ten Pin Bowling
- Fun Run
- Is Everybody Here Day
- Under 8s Week Activities
- Miniature Model Railway Day
- School Camps

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used to develop literacy; numeracy; written, oral and augmentative communication; sensory integration; gross motor skills and fine motor skills. The use of iPads as communication devices continues to provide increased access to communication possibilities. The use of devices for communication is successfully used at school, home and in the community. Eye gaze technology is used for those students who require specific adaptations to communicate and access information. The use of interactive whiteboards or interactive televisions occurs in all classrooms to enhance learning. The use of all technology is focused on developing skills for life. Staff continue to explore new technologies to increase learning opportunities for students.

Social Climate

Overview

Our school aims to provide a safe, happy and stimulating environment for all students. Our focus is to continually promote a positive approach to learning involving building success on success to develop self-esteem and a sense of value. This focus has resulted in positive changes in behaviour and a high rate of improving self-esteem. The continued implementation of the "Currimundi Kids" concept incorporates values of caring, being safe and being successful in all areas of school life and is linked to the awards structure of the school. The Chaplaincy Program in the school has proven to be a great success in supporting students and families. The introduction of the Student Council in 2017 enabled students in their final year of schooling to take an active role in many aspects of school operations. Students have continually and consistently translated positive changes into all aspects of their learning and school life in general.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	100%	95%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	97%	100%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	89%	90%	91%
their child is making good progress at this school* (S2004)	89%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	91%
teachers at this school treat students fairly* (S2008)	100%	97%	95%
they can talk to their child's teachers about their concerns* (S2009)	89%	97%	90%
this school works with them to support their child's learning* (S2010)	84%	96%	90%
this school takes parents' opinions seriously* (S2011)	89%	100%	95%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	100%	100%	95%
this school looks for ways to improve* (S2013)	94%	96%	95%
this school is well maintained* (S2014)	100%	100%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	98%	96%	98%
they receive useful feedback about their work at their school (S2071)	87%	87%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	98%	96%	98%
staff are well supported at their school (S2075)	93%	85%	78%
their school takes staff opinions seriously (S2076)	93%	85%	76%
their school looks for ways to improve (S2077)	96%	93%	87%
their school is well maintained (S2078)	93%	91%	85%
their school gives them opportunities to do interesting things (S2079)	100%	96%	87%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

All parents are involved in regular planning and reviewing of their children's education through the development of Individual Learning Plans (ILP) and Individual Curriculum Plans (ICP). The opportunity for meetings occur at least two times per year. All parents have the opportunity to meet more frequently if they wish. All parents have the opportunity to communicate with teachers on a daily basis through individual communication books and student diaries. Parent Information Nights are organized on a range of topics and are well supported by parents and our Parents and Citizens Association. There are regular Parent Morning Teas organized by our Parents and Citizens Association and Chaplain throughout the year. There is an annual Post School Expo that parents, staff and students attend to plan pathways for students to transition out of school and in to post school life. Support from local service clubs, businesses, community groups and volunteers actively assist our school in general, individual students and their families.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Students participate in learning activities about stranger danger and problem solving in specific situations as part of Community Based Learning Programs. Students are taught strategies to develop positive interactions and relationships with others. Many school programs are embedded in the "Currimundi Kids" behaviour concept emphasizing important elements caring, safe and successful.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017

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Short Suspensions – 1 to 10 days	1	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Continual growth in population of the school, including the establishment of additional buildings, usually results in increased electricity and water usage. Using products that are more efficient has helped consumption of electricity and water. Use of water tanks for toilet use and watering of gardens, including those in the school's Kitchen Garden Program assists to limit overall water usage. Solar panels and energy saving devices has assisted with electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	336,213	6,874
2015-2016	330,874	1,470
2016-2017	344,738	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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.**

Find a school

School name	GO
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. 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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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	71	0
Full-time Equivalents	54	44	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	17
Bachelor degree	34
Diploma	2
Certificate	2

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $17,270

The major professional development initiatives are as follows:

- Curriculum
- Training and Assessment
- Cued Articulation
- First Aid and CPR
- Supporting Students with Autism
- Supporting Students with Vision Impairment
- Supporting Students with Hearing Impairment
- Supporting Students with Epilepsy
- Supporting Students with Asthma
- Gastrostomy Feeding
- iPad Management
- Technology
- Team Teach
- Essential Skills for Classroom Management
- Use of Interactive Whiteboards and Interactive Televisions

- Behaviour Support
- Communication
- Literacy
- Numeracy
- Braille
- Bronze Medallion
- Swimming
- Post School Options
- Senior Schooling
- Orientation and Mobility
- Special Education Conference
- Mojo Maintenance
- Beginning Teacher Program
- Intensive Interaction
- Leadership Development
- Team Building
- Health and Wellbeing
- Mentoring

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	79%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Special schools was 88%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	84%	91%	93%	92%	94%	91%	92%	87%	90%	89%	92%	89%	84%
2016	87%	84%	92%	90%	83%	93%	88%	91%	88%	92%	85%	90%	89%
2017	95%	88%	83%	92%	91%	87%	93%	86%	88%	89%	93%	91%	88%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
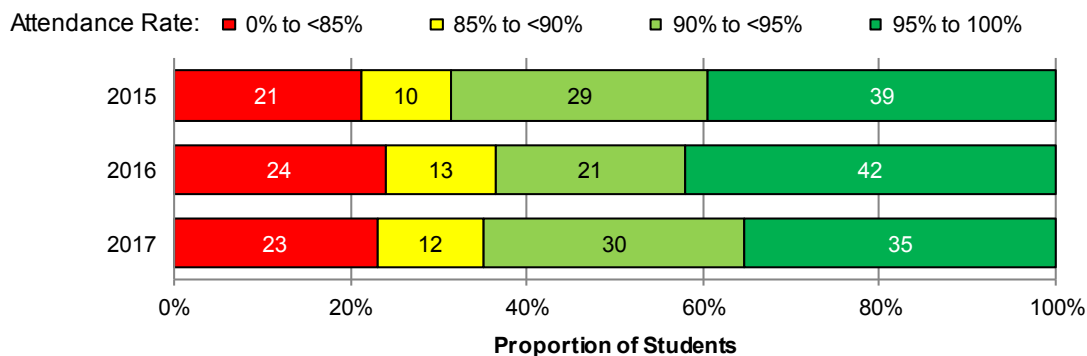
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice per day (morning and afternoon) using the appropriate codes in OneSchool. In most cases, due to students travelling to and from school on contracted transport, the school is informed of student absenteeism from more than one source. If no information is received, parents or cares are contacted on the same day. Many students have medical conditions that often cause complications leading to extended time away from school. In these cases parents are in constant contact with the school. Any prolonged absences not related to medical reasons are followed up by Deputy Principals.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students receiving a Senior Statement	10	20	20
Number of students awarded a Queensland Certificate of Individual Achievement.	10	19	20

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	5	6
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	4	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0%	0%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
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.	10%	25%	30%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	0	1	0
2016	2	4	0
2017	0	5	0

As at 14th February 2018. The above values exclude VISA students.

Two students completed a Certificate II in Horticulture, two students completed a Certificate II in Skills for Work and Vocational Pathways and one student completed a Certificate II in Music.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			157%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: www.currimunspecs.eq.edu.au

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