Currimundi Special School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Currimundi Special School provides educational programs for students with disabilities. All of our students have intellectual disability or multiple impairment, 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.

School progress towards its goals in 2018

Our curriculum focus for 2018 was to continue to develop individual communication systems for students to enhance their learning. Because of the growth in our school, many students come to us using specific communication systems and devices that were in use in their previous school. We believe it is important to maintain consistency for students by continuing to use the system already put in place for them. Ongoing professional development was provided for staff in a range of communication systems. There was in increase in the use of visuals with students in classrooms and in different locations around the school. Although there was significant progress, there will need to be continued emphasis in the future. The planning and development of a whole school numeracy overview started in 2018, with the implementation planned in 2019. There was an improvement of staff sharing specific knowledge and skills with other staff, however, there is enormous benefit for this area of professional support to be extended in the future. Continued implementation of Essential Skills in Classroom Management and Team Teach occurred in 2018 and will remain a focus for years to come. The "Currimundi Kids" behaviour concept continues to be well embedded in many aspects of school life. Throughout the year it was evident how important the very strong community links our school enjoys to help provide a range of learning options for our students. It is certainly something that is strongly embraced by our whole school community.

Future outlook

Our explicit improvement agenda for 2019 will include a continued focus on the work achieved to date in communication numeracy. The implementation of the whole School Numeracy Overview will help to add consistency to the teaching of numeracy across our P-12 campus. Building leadership capabilities will be essential, as 2019 will be a year where a major restructuring of leadership positions will occur to set up how the school will operate for the future. It will be important to continue to build on the foundation created in 2017 and 2018 in Essential Skills for Classroom Management and Team Teach to continue to provide positive behaviour support within our school environment.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Year levels offered in 2018   Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	215	220	215
Girls	70	63	62
Boys	145	157	153
Indigenous	22	17	22
Enrolment continuity (Feb. – Nov.)	97%	94%	97%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

Curriculum delivery

Our approach to curriculum delivery

- Individual planning for students to access the Australian Curriculum in Years in Early Years, Junior and Middle sectors and the Guideline for Individual Learning (GIL) for students in the Senior sector.

- Specific Curriculum Overview and Curriculum Focus for each of our four sectors, Early Years, Junior, Middle and Senior.

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

- Students in the Senior Sector have an ILP and a SET Plan, which leads to acquiring their QCIA.

Co-curricular activities

- Active School Community Sports
- NRL Skills
- AFL Skills
- Football Australia Program
- 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

ICTs are used to develop literacy, numeracy, written communication, oral communication 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 opportunities. 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. Interactive whiteboards or interactive televisions are used in all classrooms to enhance learning. The use of technology is focussed on developing skills for life, embracing changes and new technologies as they become available. Staff continue to explore the application of new technologies to expand the range of learning opportunities for students.

Social climate

Overview

Our school aims to provide a safe, happy and stimulating learning 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 continues to be a great success in supporting students and families. Some of the major achievements of the Chaplaincy Program in 2018 have been; parent morning teas providing opportunities for parents and carers to meet; specific parent presentations; operation of the Student Council and the painting of murals on the internal corridors of some buildings, which involved students, families and staff. The operation of the Student Council, in particular has seen senior students demonstrate a greater ownership of the wellbeing of other students and the development of our school as a whole.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	95%	90%
• this is a good school (S2035)	100%	95%	95%
• their child likes being at this school* (S2001)	97%	100%	95%
• their child feels safe at this school* (S2002)	96%	100%	100%
• their child's learning needs are being met at this school* (S2003)	90%	91%	95%
• their child is making good progress at this school* (S2004)	93%	91%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	90%
• teachers at this school treat students fairly* (S2008)	97%	95%	95%
• they can talk to their child's teachers about their concerns* (S2009)	97%	90%	95%
• this school works with them to support their child's learning* (S2010)	96%	90%	90%
• this school takes parents' opinions seriously* (S2011)	100%	95%	90%
• student behaviour is well managed at this school* (S2012)	100%	95%	95%
• this school looks for ways to improve* (S2013)	96%	95%	95%
• this school is well maintained* (S2014)	100%	95%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	96%	98%	100%
• they receive useful feedback about their work at their school (S2071)	87%	73%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	90%
• students are encouraged to do their best at their school (S2072)	100%	98%	97%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	96%	98%	93%
• staff are well supported at their school (S2075)	85%	78%	79%
• their school takes staff opinions seriously (S2076)	85%	76%	75%
• their school looks for ways to improve (S2077)	93%	87%	90%
• their school is well maintained (S2078)	91%	85%	90%
• their school gives them opportunities to do interesting things (S2079)	96%	87%	93%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 have the opportunity to be 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 to meet occurs 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, student diaries or online class dojo. There are regular parent morning teas organised by the Chaplain and the Parents and Citizens Association throughout the year. The annual Community Connections Expo to showcase transition opportunities for students to enter adult life also assisted parents, students and staff to plan pathways for students. Support from local service clubs, businesses, community groups and volunteers provided assistance for our school in general, individual students and their families.

Respectful relationships education programs

Our school emphasises the importance of focussing on developing relationships that are appropriate, respectful, equitable and healthy in all school programs. The importance of developing an understanding of others, their points of view and an acceptance of different opinions is highlighted throughout the school and modelled for students by staff. 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 relationships with others and an understanding of the importance of being inclusive. Many school programs are embedded in the "Currimundi Kids" behaviour concept emphasising the elements of being caring, safe and successful.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	330,874	344,738	361,084
Water (kL)	1,470		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	64	71	<5
Full-time equivalents	55	44	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	8
Graduate Diploma etc.*	17
Bachelor degree	36
Diploma	2
Certificate	1

*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 2018 were $38,556.

The major professional development initiatives are as follows:

- Curriculum
- Training and Assessment
- 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
- Technology
- Team Teach
- Essential Skills for Classroom Management
- Communication
- Literacy
- Numeracy
- Braille

- Bronze Medallion

- Swimming

- Senior Schooling

- Orientation and Mobility

- Special Education Conference

- Mojo Maintenance

- Beginning Teacher Program

- Intensive Interaction

- Leadership Development

- Health and Wellbeing

- Mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	88%
Attendance rate for Indigenous** students at this school	87%	79%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	87%	95%	84%
Year 1	84%	88%	91%
Year 2	92%	83%	87%
Year 3	90%	92%	82%
Year 4	83%	91%	88%
Year 5	93%	87%	90%
Year 6	88%	93%	92%

Year level	2016	2017	2018
Year 7	91%	86%	89%
Year 8	88%	88%	85%
Year 9	92%	89%	88%
Year 10	85%	93%	89%
Year 11	90%	91%	81%
Year 12	89%	88%	89%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	24	13	21	42
2017	23	12	30	35
2018	28	17	26	28

Proportion of Students
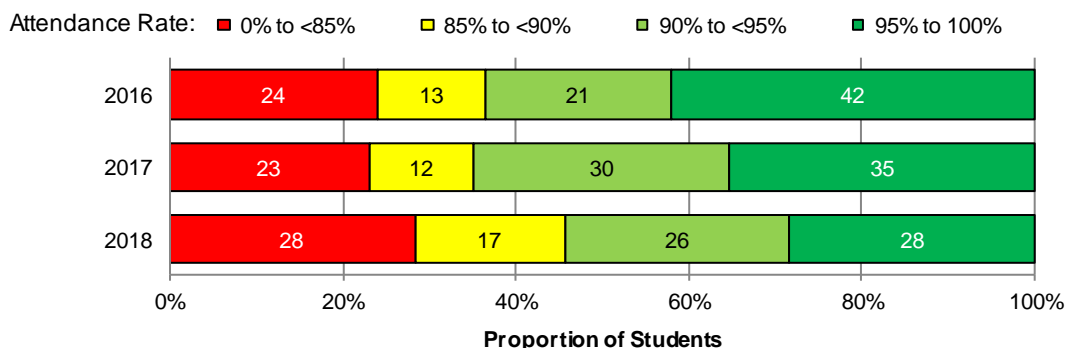
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 by the school, parents or carers are contacted on the same day. Many students have significant medical conditions or deteriorating medical conditions that often cause complications leading to extended time away from school. In these cases, parents or carers are in regular contact with the school. Deputy Principals follow up any prolonged absences not related to medical reasons.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	20	20	21
Number of students awarded a QCIA	19	20	21
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 QCE at the end of Year 12	0%	0%	0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	5	6	7
Number of students awarded a VET Certificate II or above	4	5	5
Number of students who were completing/continuing a SAT	0	1	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	25%	30%	33%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	2	0	2
Certificate II	4	5	4
Certificate III or above	0	0	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

One student completed a Certificate I in Automotive, one student completed a Certificate I in Access to Vocational Pathways, four students completed a Certificate II in Skills for Work and one student completed a Certificate III in Screen and Media.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		157%	138%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	200%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at www.currimundispecs.eq.edu.au