

Darling Point Special School

An Independent Public School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This Annual Report for Darling Point Special School documents the strategic and operational focus of the School during the 2014 School year, providing evidence to inform Government, the wider community, staff and current and future parents/carers of Darling Point Special School.

The earlier sections of the report aim to set the scene so that readers develop an understanding of the School's strategic focus and the reasons and benefits for differentiated leadership, teaching and learning approaches used. This report gives insights into ways that the School team – leaders, teachers, therapists, support staff, and parent leaders - work together to foster a learning community, a strong School reputation, focused advocacy to garner support for our work, and continual improvement of relationships, leadership, management, curriculum, teaching and learning opportunities, resources, facilities, partnerships with business and industry, and resources.

As Principal of this Independent Public School and leader of a professional, talented, diverse, skilled and dedicated team, I am again pleased to commend the School's focus on values-based educational practice where life quality and educational outcomes are priorities. I continue to be humbled and excited by the passion, good humour and expertise across the Darling Point team. The opportunity to lead a team who collaborate and share knowledge, skills, expertise and ideas, to foster learning and life quality for our students with disabilities is a privilege not always afforded School leaders.

This report provides evidence of the School's achievement of goals and targets established in the four-year strategic plan 2012 – 2015, and the 2014 annual implementation plan. Included also is a future outlook for the School, including the 2015 strategic review being undertaken by School Council.

This report also critiques data on enrolment trends, defines the student population, and reports on behaviour support, curriculum offerings especially those that differentiate this School from other Special Schools, and teaching approaches designed to meet the strengths and needs of this School's student population. Finally, this report provides a summary of parent and staff satisfaction data, information about the school's environmental footprint, staff composition, qualifications and engagement with professional learning, the school's financial position and most importantly, key student outcomes during the 2014 school year.

School progress towards its goals in 2014

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Further embed both the Australian and School Curriculum in practice	<ul style="list-style-type: none"> ▪ The school curriculum is aligned to the Australian Curriculum including areas of academic focus and general capabilities ▪ Additional curriculum components address disability specific requirements and priorities ▪ During 2015 there will be further progress in other curriculum areas.
Expand the range of evidence-based pedagogies that are embedded in teacher practice	<ul style="list-style-type: none"> ▪ Teaching evidence-based practices includes applied behaviour analysis, explicit teaching, positive behaviour support, non-linear multi-element programming, community-based learning, vocational education, conductive education, intensive interaction, key word signing. Further work during 2015 with teachers new to the school or special education and beginning teachers, will expand teacher expertise and confidence in pedagogies that are critical to their work. ▪ Teachers engage strongly with coaching in the teaching of reading, writing, listening, and communicating, working with the School's key teacher, literacy, and the School's speech language pathologist ▪ Teaching approaches increasingly align to student strengths, interests, and needs ▪ Transdisciplinary teams operate across special education teachers, curriculum specialists, physiotherapist, occupational therapist, speech language pathologist, nurse, guidance officer, hydrotherapy specialist, and chaplain with co-teaching being strong in several teaching teams.
Develop educator expertise in multi-modal teaching and the use of Auslan integrated within pedagogy	<ul style="list-style-type: none"> ▪ All leaders, teachers and teacher aides were afforded the opportunity to undertake professional learning in Auslan and key word signing and most completed this training, resulting in Auslan signing being available in all classes where there are students who use this communication option ▪ Teachers demonstrate improved understanding and application of the importance of pedagogical approaches that cater to students' preferred ways of working and preferred modalities ▪ Additional work is being done to enhance educators' knowledge and understanding of the evidence-based practices to upgrade practices that better accommodate students' needs ▪ Sensory profiles are being completed for all students where baseline information indicates further teaching and learning adjustments.
Progress research projects related to social educators within the Queensland special school context	<ul style="list-style-type: none"> ▪ A teacher was awarded two National Excellence in Teaching prizes during the year, and as part of her scholarship, is undertaking formal research in partnership with Griffith University and the University College of Copenhagen on the relevance and efficacy for this School of the social educator position ▪ Partnerships with schools and universities in Europe are proving beneficial in furthering this research ▪ Meanwhile, social education interns continue to undertake their one semester placements at this School.
Expand educator proficiency in the use of technology for learning by students with disabilities	<ul style="list-style-type: none"> ▪ Teachers, therapists and support staff have taken advantage of professional development in the identification of suitable apps and their use to maximise learning achievements for individual students ▪ Evidence confirms judicious choice of apps and software programs aligned to student learning needs.

Analyse the relevance and efficiencies of school-based assessment and reporting approaches	<ul style="list-style-type: none"> Teachers explored a wide range of assessment tools and processes Literacy benchmarking is embedded across the School The School's Generic Behaviour Data Analysis process is embedded across the school Portfolio based reporting that portrays each student's learning progress against curriculum indicators is embedded across the school, including information about the type of support required to demonstrate learning The School's work to develop a sequential developmental checklist for recording student learning against curriculum indicators has progressed for test during semester 2 2015, against DET requirements and to determine the relevance for student assessment for learning and of learning Parent, teacher and therapist feedback has guided development of reporting mechanisms, alongside consideration of departmental priorities Vocational education assessment and reporting is aligned to national framework requirements.
Develop the school's reputation as an integral player in public-private partnerships in the local education / business / disability service sector.	<ul style="list-style-type: none"> The school has appointed a community liaison officer A wider range of work experience placements have been secured for students The school has a stronger profile amongst local business through strategies such as membership of local chambers of commerce, participation in local environmental sustainability projects, partnerships with post-school and disability employment agencies, partnership with the Brisbane City Council and business entities to beautify the Wynnum streetscape There has been a marked increase in grant submissions and success Strong partnerships exist with medical, disability service, post-school service providers, and university and research entities.

Future outlook

During 2014, the Darling Point Special School Council developed and piloted a School Celebration tool whereby members of School Council had the opportunity to meet with teacher leaders of key aspects of school improvement initiatives to be informed about activities undertaken, challenges experienced, and benefits realised. Key affirmations identified were the school's attention to the improvement agenda, with specific attention to the school curriculum that adjusts to student need whilst aligning to the Australian curriculum, disability-specific pedagogies, student literacy, positive behaviour support, staff development in functional analysis and generic non-linear multi-element planning, vocational education, leadership, co-teaching, modelling, mentoring and coaching, adaptive technologies for communication and literacy, international partnerships and internships, and the outside school hours care service. This process and other activities identified a need for school improvement in numeracy teaching and more rigorous data analysis.

During 2015, the School Council is undertaking a strategic review of the school, in line with department requirements for four-yearly information gathering, analysis and forward planning. This review includes staff and parent/carer consultation processes, supported by an external facilitator, the Council Chair and Principal, the whole school review by departmental reviewers, and review of evidence-based practices in special education and transition education by academics from Griffith University. The process focuses on the school's purpose, values, commitments, priorities, and includes a risk-benefit analysis of priorities and actions considered.

The following points outline the operational priorities for 2015 to address areas of need identified during the end of 2014 local review and to also focus on departmental and government priorities.

- **Core Priority: Communication and Reading, Writing, Numeracy, Science**
 - Staff development to maximise confidence and competence amongst all teachers in evidence-based teaching of reading, numeracy, hand function, hand writing, keyboarding, use of adaptive devices for recording, and choosing symbols for communication, and writing as a means of communication
 - Curriculum applicable to students with disabilities as present in the school in 2015
 - Evidence-based pedagogies embedded in practice and applicable to students with disabilities as present in the school in 2015.
- **Core Priority: Retention – students, families, staff, business partners and supporters**
 - Evidence-based pedagogy
 - Person-centred planning and support as applicable to individual students
 - Staff retention
 - Professional development
 - Family support regarding lifelong planning for their children, access to funding and supports
 - Education of the wider community in engagement with persons with disability.
- **Core Priority: Attainment of students' learning objectives and the school's strategic and operational goals**
 - Data collection, analysis and team discussion and review to inform subsequent teaching adjustments and individual student planning
 - School-family partnerships
 - Explicit teaching and evidence-based practice.
- **Core Priority: Transition – from time to time, into our school from other programs and schools, between learning phases, from school to post-school**
 - Transition skills for students between contexts including coping skills
 - Transition skills for students between learning phases
 - Transition skills for students from school to post-school
- **Core priority: Attendance**
 - Positive behaviour support – generic multi-element plan and generic data sheet
 - Inter-agency collaboration and case management
 - Data monitoring and affirmative action through team and whole staff discussion and decision making.
- **Core Priority: Closing the Gap**
 - Family supports including community agency partnerships
 - Multi-cultural studies and cross-cultural understandings amongst staff, students and families
 - Individualised curriculum, resources and teaching.
- **School Priority: Life Quality**
 - Outside School Hours Care Service expansion and preparation for transition to the NDIS
 - Social Educators in the Queensland context
 - Team culture and mutual respect.
- **School Priority: Sustainable quality facilities and futures**
 - Inclusive practice within the School, creating wider opportunities for our students and for other schools and the wider community including prospective employers
 - Leadership attention to sustainable but novel and creative options to maximise student learning and life quality outcomes
 - Professional development leading to skilled, confident, satisfied educators.

Our school at a glance

School Profile

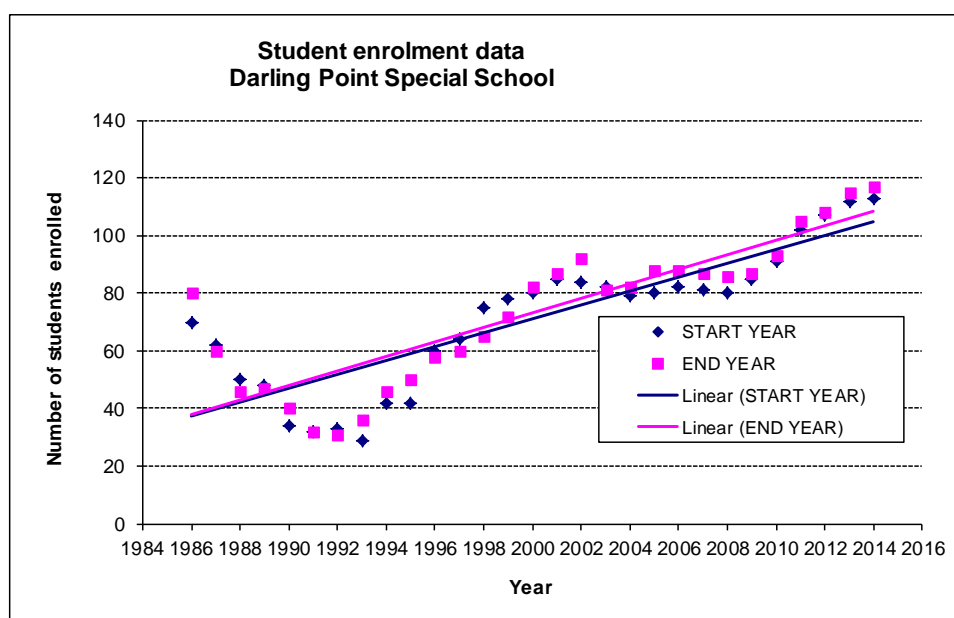
Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	107	50	57	95%
2013	112	45	67	95%
2014	113	42	71	93%

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



Characteristics of the student body:

Cultural, social and economic opportunities for the School

Students enrolled during 2014 represented a wide variety of cultural heritage including Australian Aboriginal, Arabic, Chinese, Egyptian, Filipino, German, Greek, Hungarian, Indian, Iranian, Italian, Malaysian, Maori, Filipino, Samoan, and Torres Strait Islander. The contribution brought to the School through the variety of cultures is highly valued.

Owing to verified disability impacts, all students' families are eligible for federal and state government financial support. The socio-economic and cultural factors relevant to the School community reflect a multi-cultural Australian community. Whilst the School has been allocated an ICSEA index of 1000, this does not accurately describe the true socio-economic profile of the School as students travel from a wide range of areas and families extend across the full range of circumstances, with many families confronted by unemployment and poverty, some enjoying the privileges of high level income, and

some in between. The School's families engage with the School in a variety of ways; however it is noted that societal and employment pressures, together with the stresses of raising a child with a disability, impact on the extent that family members are able to find time to actively engage with their children's teachers. During 2015 the team is exploring options to support more active involvement of families with their children's educative process. The weekly school coffee shop which provides a gathering point for parents, the appointment of a community liaison officer and the work of the chaplain as well as school leaders taking time to phone and email with families, and to meet with this, are assisting to redress this issue.

The School receives substantial and consistent support from various schools, community and business organizations including the Wynnum-Manly Leagues Club, Rotary and Lions Clubs, and many business and professional groups. With the STEP-UP to EMPLOYMENT project now embedded within school curriculum offerings, a wide range of entities have provided support and encouragement. The Institute of Applied Behaviour Analysis (IABA) and Company Director, Dr Gary LaVigna continue to support the School through sharing their intellectual property and coaching and mentoring school leaders and staff. Iona College, Brisbane City Council Library at Wynnum, Bunnings Tingalpa and Capalaba, Masters Tingalpa, Men's Shed Wynnum, various churches and volunteer organisations in the local area, as well as various local business entities in real estate, hairdressing, floristry, hospitality and horticulture, engage actively to support the school.

The Parents' and Citizens' Association undertakes some fund-raising activities to assist the School with needs-based resources and equipment including two vans. These vehicles, together with local maxi-taxis and Townsends School Transport Service, enable students to effectively access the community for community based instruction including hydrotherapy programs at Colmslie Pool.

The Parents' and Citizens' Association has recurrent funding from the Australian Government Department of Social Services (DSS) to subsidise outside School Hours and Vacation Care for Teenagers with Disabilities, resulting in the successful operation on the School campus of a licenced outside school hours and vacation care centre that attracts the child-care benefit and child-care rebate. This centre operated during 2014 school terms from 7.00 am to 8.45 am, 2.45 pm to 6.00 pm and during School vacations except the public holiday period, from 7.00 am to 6.00 pm, Mondays to Fridays. Operation continues in 2015 and has been expanded to assist another special school so that families there could receive the same level and quality of care for their children.

Geographical spread and special feature and resources of the community

The community consists of urban, low and medium density and semi-rural homes in both established residential areas and those of rapid growth. The community borders the Port of Brisbane and the Trade Coast, with residential, commercial and business districts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	4	5

Long Suspensions - 6 to 20 days	0	0	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	4	4	4
Year 4 – Year 7 Primary	5	5	5
Year 7 Secondary – Year 10	5	5	5
Year 11 – Year 12	6	6	6

Curriculum offerings

Our distinctive curriculum offerings

The school's curriculum provides clear linkage to the Australian curriculum and addresses the following areas

- English including literacy and communication options – intensive interaction, adapted and augmented communication, PECS, facilitated communication, key word sign, AUSLAN, environmental visual supports
- Mathematics with a focus on numeracy
- Hydrotherapy
- Science
- Conductive education
- Visual arts and art therapy
- Music – drumming, dance
- Technologies including manual arts, machining, information technologies, home economics, gardening
- Asian and Pacific Studies
- Modern skills including self-determination and advocacy
- Citizenship and social skills programs including Why Try? Program, Kimochis, and Secret Agent Society, and the use of social stories, comic strip conversations, role plays, and visual schedules enhance social and emotional intelligence and skills
- Life Skills programs - hygiene and care, home and yard management, shopping, cooking, budgeting, community access
- Vocational education – Certificate 1 in Vocational Pathways, Certificate 1 in Agri-Foods, Certificate 1 in Hospitality
- Transition education through the STEP-UP to Employment program operating in the community for students in years 12 and 13.

Extra curricula activities

Extra-curricular activities available at this School include

- After-school sports funded by the Australian Sports' Commission
- National and state celebrations – Harmony Day, Anzac Day, Queensland Day, NAIDOC week
- Scout troupe
- Fishing and prawning
- Leo Club
- Annual Fun Run
- Sports days in the local community
- Bike riding
- Camps, trips and community-based learning
- Annual celebration and graduation dinners and events for students
- Outside school hours and vacation care on site through P and C Association management.

The School Chaplain serves the school community through engagement with staff and students, particularly in the areas of

- Social and emotional support
- spiritual support
- mentoring and role modelling
- community development
- educational support
- extra-curricular activities
- promotional activities and fund raising
- Camps – middle and senior phases, and day camps in the early phase.

How Information and Communication Technologies are used to assist learning

Darling Point Special School students access a wide range of information and communication technologies to assist maximise learning outcomes. Options available include iPads, laptops, interactive screens, DVD players, adaptive devices including Go Talk, Dynavox, eye gaze technology and switches.

Social Climate

Darling Point Special School's social climate is characterised by an emphasis on life quality for students, staff, families and the School's wider community. The School emphasises strategies and processes that maximise each student's potential as a learner, worker, family member and citizen. Family, school and inter-agency collaboration is central to the School's work.

Social validity is the cornerstone of all programs, activities and relationships at Darling Point Special School. All students work within class structures that identify the key teacher for each student. Age-appropriate opportunities are provided for adolescent students to work across a range of programs, personnel and contexts. The School Opinion Survey 2014 affirms the positive School climate at Darling Point Special School and the extent of parent satisfaction.

in the senior phase, the *Why Try?* program devised by Rotary International and adapted for students with disabilities by Darling Point Special School. Some early phase classes utilize the *Kimochis* program to support social and emotional learning. The School has supported a teacher in the senior phase to be accredited to offer the Secret Agent Society social skills program for students with autism and their parents. This program has commenced in 2015. In addition, the Chaplain supports students, families and staff especially through friendship and social skills programs and in particular times of need.

School Opinion Survey data affirms the School's positive social climate as is demonstrated by various aspects outlined in this report and through the parent survey data below.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	96%	88%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	96%	96%	100%
their child feels safe at this school* (S2002)	100%	93%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	100%
their child is making good progress at this school* (S2004)	96%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	75%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
teachers at this school treat students fairly* (S2008)	100%	96%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	88%
this school works with them to support their child's learning* (S2010)	100%	96%	88%
this school takes parents' opinions seriously* (S2011)	96%	96%	88%
student behaviour is well managed at this school* (S2012)	100%	100%	88%
this school looks for ways to improve* (S2013)	100%	100%	88%
this school is well maintained* (S2014)	100%	96%	100%
this school gives my child opportunities to do interesting things (S2015)			100%
my child's English skills are being developed at this school (S2017)	100%	100%	100%
my child's Maths skills are being developed at this school (S2018)	100%	96%	100%
I understand how my child is assessed at this school (S2019)			100%
I understand how computers and other technologies are used at this school to enhance my child's learning (S2020)			100%
teachers at this school are interested in my child's wellbeing (S2021)			100%
staff at this school are approachable (S2022)			100%
staff at this school are responsive to my enquiries (S2023)			100%
this school encourages me to participate in school activities (S2027)			100%
this school provides me with useful feedback about my child's progress (S2028)	100%	96.3%	88%
this school is environmentally friendly (S2030)			100%
this school is well organised (S2031)			100%
this school has a strong sense of community (S2032)			100%
this school celebrates student achievements			88%

Performance measure	N = 46		
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	96%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		97%	96%
students are encouraged to do their best at their school (S2072)		97%	93%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		97%	93%
staff are well supported at their school (S2075)		94%	93%
their school takes staff opinions seriously (S2076)		100%	93%
their school looks for ways to improve (S2077)		100%	93%
their school is well maintained (S2078)		100%	98%
their school gives them opportunities to do interesting things (S2079)		100%	98%
this school provides useful information on line (S2097)			97%
this school encourages me to participate in professional development activities (S2100)			96%
this school encourages me to take responsibility for my work (S2101)			98%
this school encourages me to undertake leadership roles (S2102)			94%
this school encourages coaching and mentoring opportunities (S2103)			96%
this school has a strong sense of community (S2105)			94%
this school celebrates staff achievements (S2106)			95.7%
I would recommend this school to others (S2107)			95.7%
this is a good school (S2108)			95.7%
overall, I feel that working at this school is rewarding (S2109)			95.7%
Percentage of teaching staff who agree that:	N = 26/27		
I feel confident in my knowledge of evidence-based teaching and learning practices (S2110)			100%
I feel confident applying evidence-based teaching and learning practices (S2111)			96%
I feel confident in my knowledge of the Australian and Queensland curriculums(S2112)			97%
I feel confident using curriculum support materials to enhance student learning at this school (S2115)			97%
I feel confident using student assessment data to improve student achievement at this school (S2116)			97%
I feel confident meeting the learning needs of all of my students at this school (S2117)			100%
I feel confident engaging all of my students in learning at this school (S2118)			100%
I feel confident managing the behaviour of all of my students at this school (S2119)			93%
I feel confident collaborating with teaching colleagues (S2120)			100%
I feel that students receive a good education at this school (S2122)			93%
This school supports me in implementing Curriculum into the Classroom (C2C) materials (S2124)			96%

Performance measure	N = 46		
Percentage of school staff who agree [#] that:	2012	2013	2014
This school has the buildings and infrastructure to support teaching and learning needs (S2137)			90%
Overall I feel that teaching at this school is rewarding (S2125)			100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to involve themselves in their child's education at Darling Point Special School through

- Daily communication with parents/guardians/carers regarding their child's activities, achievements and teaching and learning adjustments provided as well as medical and behaviour support requirements for the day
- Membership of the School Council
- Membership of the Parents' and Citizens' Association
- Membership of the OSHC Management Committee
- Membership of the Local Consultative Committee for the school Chaplain
- Participation in person-centered planning for their child at least twice per year
- Participation in developing and endorsing their child's individual curriculum plan at least twice per year
- Participation in wrap-around planning meetings and discussions about their child's support needs e.g. behaviour, therapy, technologies, medical issues
- Volunteering at working bees and other activities such as the Fun Run, Art Show, Harmony Day, Scouts Musical
- Patronizing the school's coffee shop, *Coffee on the Point*
- Supporting the school's timber chock making program.

Reducing the school's environmental footprint

The school takes deliberate affirmative action to reduce our environmental footprint, through actions such as:

- Rain water tanks for gardens, toilets, hosing pathways
- Recycling air conditioning water for gardens
- Generating solar electricity through roof-mounted panels
- Electronic time switches for lights and air conditioners
- Air conditioners temperature limited to 24° C and only used when necessary for student wellbeing, taking into account that some students have medical issues requiring them to learn in a steady temperature state environment
- Recycling learning resources and equipment across classes and years
- Using wherever possible, using re-cycled paper products
- Recycling paper, cardboard, and aluminium
- Purchasing products that are the most energy-efficient option available e.g. refrigerators
- Purchasing products that have eco-friendly manufacturing processes
- Using recycled paper products and not electrical options for hand drying
- Promoting second-hand uniform sales for students
- Promoting student and staff lunches that are prepared from scratch using natural ingredients
- Encouraging the use of use-again food and drink containers and discouraging one-use options

- Horticulture program that grows vegetables and fruit for school use, and plants that enhance the environment, with compost product and worm farms
- Recycling sawdust from timber chock making program
- Bio-technology programs that promote sustainability and eco-friendly activities
- Investigation of low-emission vehicles to replace existing vans.

It is pleasing to report that the School's electricity usage has continued to drop since 2011-2012 and that water use as dropped since 2012-2013.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	100,948	928
2012-2013	96,240	1,090
2013-2014	79,564	1,003

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.

Our staff profile

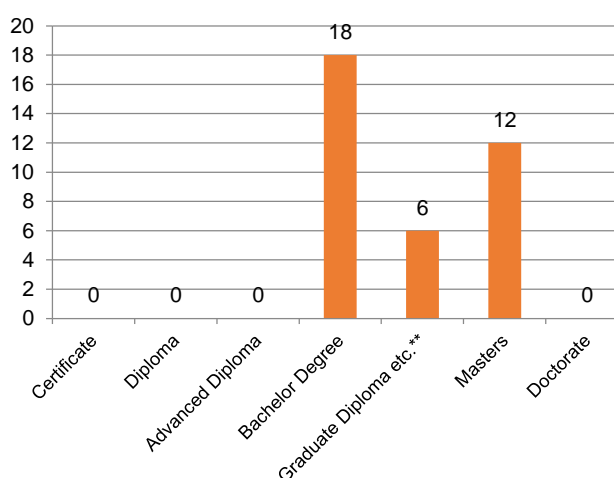
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	32	41	<5
Full-time equivalents	26	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	6
Masters	12
Doctorate	0
Total	36



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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$36434.66.

The major professional development initiatives are as follows:

The major professional development initiatives for staff during 2012 were:

- Positive behaviour support including functional behaviour analysis, and IABA accreditation in multi-element programming, positive support planning and non-aversive management.
- Design, development and pilot of the school's Generic Behaviour Data sheet – scholar in residence leadership of this PD project.
- Adaptive technologies for learning.
- Use of tablet devices – practical use and links to pedagogy.
- Use and application of OneSchool
- Hydrotherapy/developmental swimming programming and strategies.
- Play skills in early childhood.
- Fun skills incorporated into students' learning.
- Aust-swim.
- Being an effective VET coordinator.
- The STEP Employment Service translated to local action – mentoring and coaching from IABA
- Vocational Education and Training (VET) including VET for students with disabilities.
- Certificate IV in Training and Assessment (TAE) – two teachers.
- Picture exchange communication systems – PECS.
- Evidence-based teaching practices in literacy.
- Work shadowing.
- Coaching and mentoring.
- Art and Science of Teaching.
- Disability Discrimination Act and Disability Standards for Education.
- Autism specific pedagogies.
- Leadership in action.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

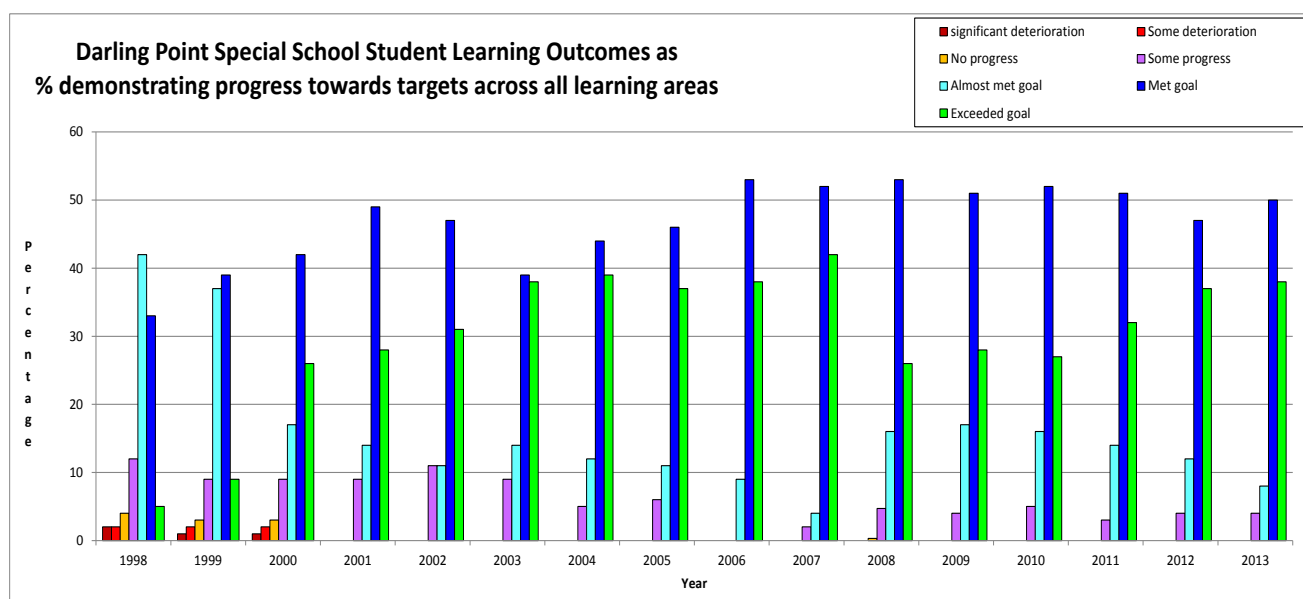
From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

Performance of our students

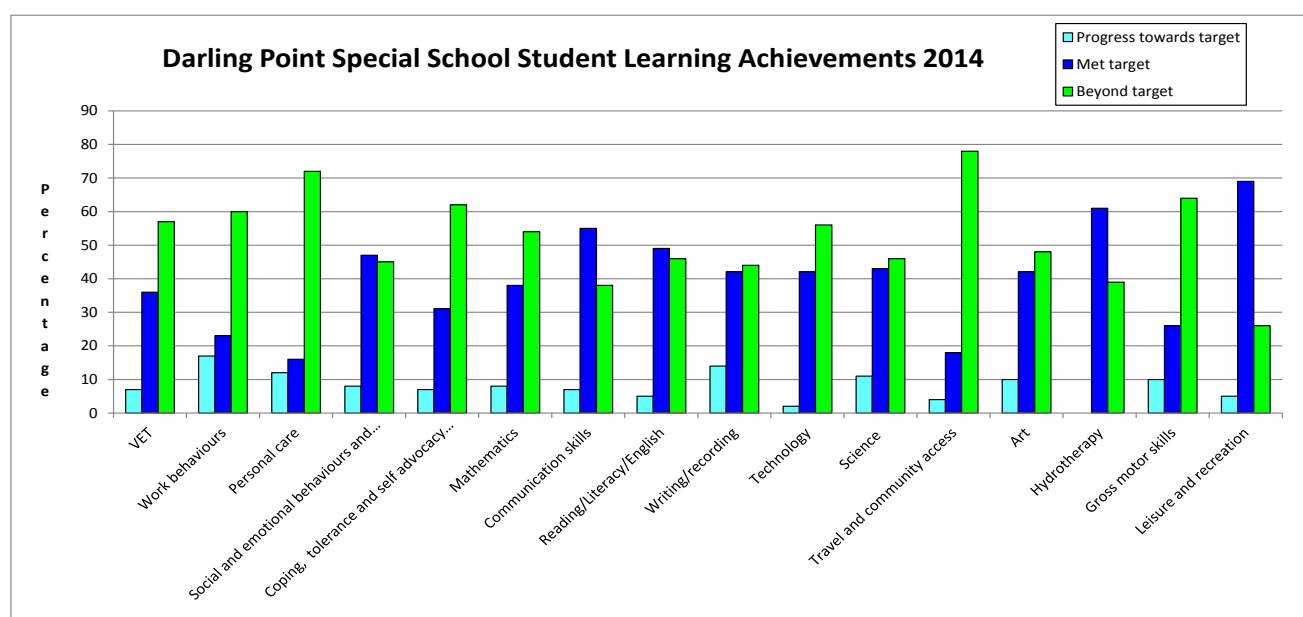
Key student outcomes

Student learning achievement

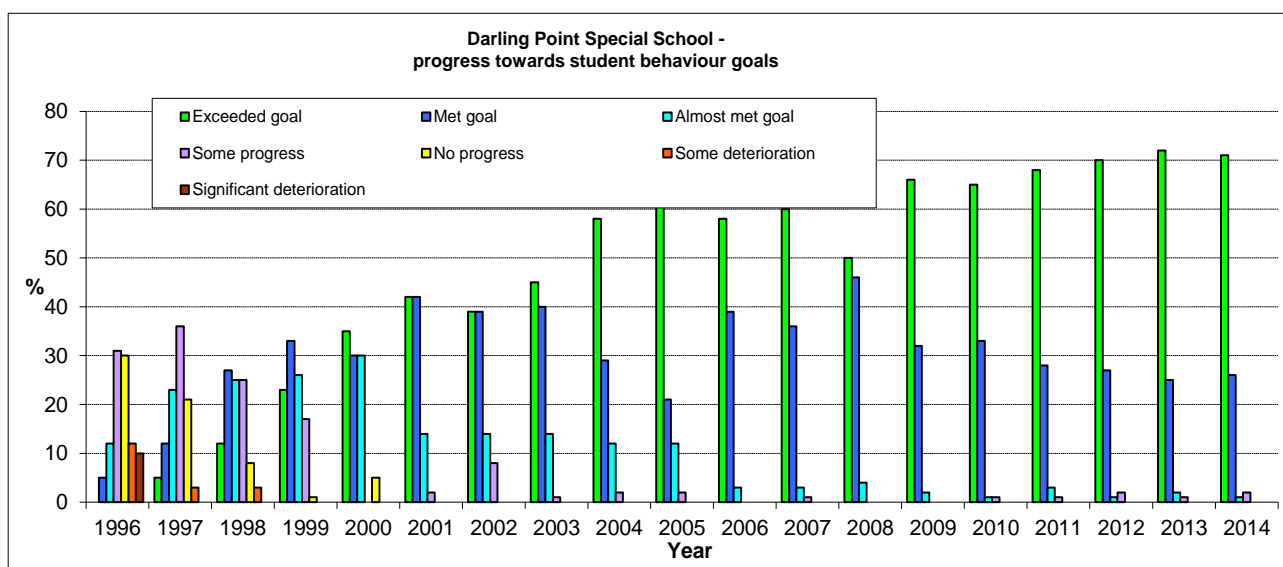
The following chart depicts learning achievement since 1998. The critical point is the improvement shown over time in the percentage of students achieving individual curriculum goals and exceeding those goals during the school year.



The following chart depicts students' learning achievement at in subject areas during the 2014 school year. The proportion of students who achieved at or greater than their targets is commendable.



The following chart depicts students' progress towards their individual behaviour goals from 1996 to 2014.



Student attendance

2012 2013 2014

The overall attendance rate for the students at this school (shown as a percentage).

88% 85% 86%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

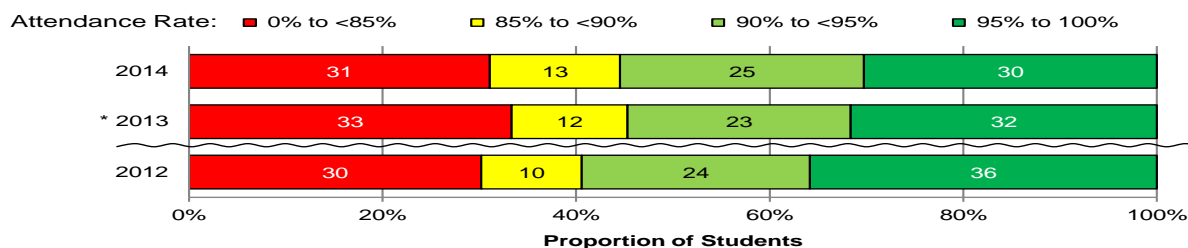
It is noted that the overall student attendance rate has been impacted by a small number of students experiencing severe medical complications and in several cases, being in receipt of palliative care. Mental health factors impact on several students and their school attendance.

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range. *The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.



Description of how non-attendance is managed by the school

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

At Darling Point Special School, the following practices are in place to manage student non-attendance:

- Parents/guardians/carers are required to contact the School prior to 7.00 am or as soon thereafter as practicable, about why their child will be absent; this information is provided to the Principal and all staff and recorded on the class roll.
- Teachers collect their classes from the buses and taxis that transport students to School and from the arrival area for students who travel to School with their parents/carers or independently, and mark their class roll, first thing each morning and again immediately after the lunch break. In the case of senior students transitioning across teachers, the class roll is marked straight after each transition and any missing students are located.
- Students who arrive late to School visit the office and are marked as present before attending class.
- Student absence of more than two days, or less in the case of students with a history of repeated absence, is investigated by the School leadership team and actions including home visits, chaplain, Deputy Principal or Principal contact, are undertaken to ensure student safety and well-being, and to provide family support if required.
- Teachers mark their class roll immediately after lunch and then forward the roll to the School office for daily recording on the OneSchool roll
- Afternoon home-time rolls are reconciled with student attendance and other day-to-day adjustments.
- Student departure from campus is recorded on the afternoon rolls by teachers who supervise afternoon parade where students gather according to their method of transport away from School that day.
- Teachers provide additional support and programs for students with medical conditions or extended family holiday commitments in an endeavour to maximise continuity of learning.

Student attendance at school for the entire period of compulsory Schooling is not typically an issue with students with disability, who require individual, highly supported programs and therefore attend a special school, but should a student not be attending regularly, then the School leadership team contacts the student's family and implements supports and strategies to ensure the continuation of learning for the student.

Where needed, referrals are made to other agencies particularly the Department of Child Safety. At times, medical complexities make for difficulties in assessing the extent to which a student could be attending School.

Students are afforded twenty-four semesters of Schooling unless employment is secured prior to that time. In the case of parents/guardians wishing their student to attend School for additional time, then the departmental application and assessment process is activated and where educational reasons compliant with policy exist, a student may be awarded one or two terms extension to Schooling. Applications for extension beyond twenty-six semesters are processed at the regional and state level

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

All students in years 3, 5, 7, and 9 at this School were exempt from the NAPLAN tests in 2014.

Achievement – Closing the Gap

Student attendance, attainment and retention are not different at this school between Indigenous and Non-Indigenous students. The School supports all families equitably owing to significant individual needs. Families with Indigenous Students are connected with a range of specialty support agencies.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	14	14	11
Number of students awarded a Queensland Certificate of Individual Achievement.	14	14	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	4	7	2
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
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.	29%	50%	18%

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	4	0	0
2013	7	0	0
2014	2	0	0

As at 19 February 2015. The above values exclude VISA students.

Students attained Certificate 1 in Vocational Pathways and Certificate 1 in Agri-foods. Some students are progressing towards Certificate 1 in Hospitality during 2015.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

There were no early school leavers for Darling Point Special School during the 2014 school year.