

Darling Point Special School

An Independent Public School

Queensland State School Reporting

2015 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 2015 School year, providing evidence to inform Government, the wider community, staff and current and future parents/carers of Darling Point Special School. Particularly, the report shares the process, findings and outcomes from the school's quadrennial strategic review and confirms achievements to end 2015 and strategic and operational priorities going forward.

The earlier sections of the report aim to set the scene so that readers develop an understanding of the School's priorities and the reasons and benefits for differentiated leadership, teaching and learning. This report gives insights into ways that the School team – leaders, guidance officer, teachers, therapists, social worker, nurse, 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, targeted teaching and learning, resources, facilities, and partnerships with government, universities, schools, business and industry.

Reporting on the focus and achievements of the professional, talented, diverse, skilled and dedicated team that as Principal of the first of now only three dedicated state Special Schools in Queensland to be afforded the opportunity to be an Independent Public School, I am again pleased to commend the School's values-based educational practice where life quality and educational outcomes are priorities. The passion, good humour and expertise across the Darling Point team and the mutual support of our work by families, agencies and government at all levels achieves high level outcomes and strong positive learning trajectories by our students. The opportunity to work alongside an interested and wise School Council who function as a 'guide on the side' and to lead a team who collaborate and share knowledge, skills, expertise and ideas, fostering 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 2015 annual implementation plan. Included also is a future outlook for the School, including the 2015 strategic review undertaken by School Council and the Department of Education and Training.

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 and learning progress during the 2015 school year.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Review the school's curriculum to ensure teacher buy-in	The school curriculum aligns to the Australian Curriculum in areas of academics – English, Mathematics, Science, Arts, Health and Physical Education, and general capabilities. Additional curriculum components address disability specific requirements and priorities. During 2015 there will be further progress in other curriculum areas.
Align functional curriculum and learning programs that are age appropriate and linked to student interests and strengths with the Australian Curriculum	Literacy key teacher and Master Teacher (literacy) support all class teachers through professional development sessions, work shadowing, coaching, demonstration teaching, co-teaching, meetings to discuss student progress and goals, and to analyse data. Teachers continue to use the school's curriculum as well as the Australian Curriculum but challenges exist for some students regarding the authenticity of the Australian Curriculum for some students. The team identified that the use of visuals needs to be embedded in all teachers' work to maximise student learning. Developmental / functional curriculum targets within the school curriculum provide a strong basis for the school's home economics programs.
Research and pilot ASDAN from perspective of evidence-based curriculum; emphasise the importance of literacy across the curriculum; ensure each student has at least one communication and one literacy goal in their Individual Curriculum Plan	ASDAN website was explored and senior teachers commenced a SWOT analysis regarding ASDAN as a curriculum basis for some or all senior phase learners. The DET ASDAN coordinator was approached regarding processes for staff training and school decision making regarding ASDAN adoption.
Embed the school numeracy and mathematics curriculum and relevant aspects of the Australian curriculum	A staff showcase event was convened for teachers to share and celebrate quality curriculum interpretation for individual students, and classes, and the range of pedagogies that are used to meet student needs. The school's Mathematics checklist was completed and is used by all teachers. The school was successful in achieving a Collaboration and Innovation Fund grant for \$255 000.00 to teach teachers to think innovatively and creatively and to use these skills to develop and pilot novel and creative pedagogies for teaching mathematics to students with intellectual and other disabilities so that their knowledge and skills are authentic and relevant. The project will research the impact of environmentally based teaching and learning and of neurologically aligned teaching and learning on student learning outcomes in Mathematics. Staff professional development will occur during 2016 with university mentors and a scholar-in-residence, Prof. Allan Parker, professional negotiator, and CEO of Peak Performance.
Schedule specialised science lessons aligned to Australian and School curriculum, with clear functional and life application that maximises relevance and student interests	Science lessons taught by the key teacher science occurred weekly for most early and middle phase learners. Options to maximise learning and teaching of Science are being trialed during 2016.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Design, document and implement physical hydrotherapy, sports, fitness, games and perceptual motor programs for all students designed around strengths, need and evidence-based practice	Curriculum documentation is completed for hydrotherapy and physical therapy / conductive education, and is well progressed for perceptual motor (Jack Capon) complete with developmental assessment checklists. Further work is still needed for the sport, fitness and games components.
Endorse the importance of the full range of communication options for students, including Auslan, FC, PECS, speech, writing, gesture, embedding these within teaching practice for all deaf students and those with hearing impairment	A wide range of communication options are offered for students, based on student needs and strengths, informed by SLP and teacher assessments, other agency input, and parent preference, but particularly guided by the principles of inclusive education and student achievement. Work is ongoing to support effective embedding of the work of Auslan Language Models and Educational Interpreters within the school's transdisciplinary way of working. Training in the use of Picture Exchange Communication Systems (PECS) and Pragmatic Organization Dynamic Display (PODD) was required for some teachers owing to the significant increase in the proportion of early years students at the start of 2016. Most teachers and aides have completed AUSLAN training to at least basic level. Communication options are embedded within teaching to achieve the most effective differentiations possible.
Embed up to date VET courses in senior curriculum, paired with staff training and certification, and participation as Registered Training Organisation (RTO) and with Western Suburbs State Special School RTO	VET is embedded in the school's work with students in the senior phase in the areas of vocational pathways, agri-foods, and hospitality. Students are in their second year of study towards Cert. 1 in Hospitality. The school's hospitality teacher has worked with the Special Education Training Alliance (SETA) and other hospitality teachers to achieve authentic, relevant and achievable curriculum and learning targets for students in hospitality certificate 1 program, whilst ensuring rigor and validity for RTO status.
Expand quality senior schooling programs including systems compliance including attention to Kohler's taxonomy	The indicators within Kohler's taxonomy are embedded within the school curriculum and pedagogical practice in the senior phase. Ways to extend parent and family ownership and engagement with realistic life planning for their children are being tested to maximise long term student outcomes and greater partnering between the school, families and other agencies.
Expand the range of fun skills and modern skills explicitly taught as well as integrated within all curriculum areas and programs	Staff were surveyed to gain an increased perception of the sorts of expertise in the area of fun skills that is held across the team of educators at the school. Students were surveyed and assisted in identifying the sorts of things they can do and would like to be able to do that they would deem to be fun. Fun skills are embedded in programs for all senior and middle phase learners. All students in the early phase are taught play skills using modelling, active learning and explicit teaching.
Explore and adopt explicit teaching of modern ways for students to connect as citizens including research into international practices	Citizenship programs are embedded in senior phase and authentic learning experiences are embedded in practice for most students. Further work is planned to increase teacher knowledge and engagement with recent research into modern skills as applicable for students attending this school.
Evaluate the school's Asian and Pacific Studies Curriculum, including the range and type of adjustments, individualised resources and pedagogical approaches for students in the school	The Asian and Pacific Studies program has not been as prominent as in past years, owing to the teacher only working two days per week, linked to staffing priorities. The school will explore the ways to broaden cross-cultural learning for students in all learning phases in 2016 and ongoing. The school's extensive linkages with universities and schools internationally and the Danish Social Educator internships and Japanese English Language placements, together with other internships from Netherlands and Germany, foster cross-cultural understanding in a meaningful and authentic way for staff and students
Develop and record individual Curriculum Plans in all learning areas for all students	All class teachers have recorded individual curriculum plans for all students in early and middle phase, in One School. All senior phase students have a curriculum and Senior Education and Training plan negotiated with family members, signed off and used to inform learning and teaching. Progress beyond English and Mathematics in early and middle phase is embedded. The senior phase team will embrace the Guideline for Individual Learning (GIL) released by the Queensland Curriculum and Assessment Authority (QCAA) in 2016.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Expand the range of preferred activities, fun skills, strengths and interests-based learning, and the STEP UP to EMPLOYMENT program	Student engagement and retention data was strong for most students in the STEP UP to EMPLOYMENT program. The only difficulties identified related to parent/family disengagement and health issues. Student engagement and retention was supported on a case work basis by the newly appointed social worker. Other factors that impact on student attendance are serious life limiting illness amongst students, lengthy hospital stays, students being deemed palliative and parents having difficulty in being apart from their children, and issues arising from student protection notifications.
Collate, publish and implement evidence-based pedagogies – the Darling Point Literacy and Communication Companion	The key teacher literacy developed a repertoire of evidence based pedagogies in literacy. The Master Teacher literacy used the growth coaching model and work linked to the Four Blocks model to facilitate improved teaching and learning in four classes as well as facilitating networking for teachers in intensive interaction. Teacher professional development series were presented by the key teacher literacy, the Master Teacher, Literacy, and the Speech Language Pathologist.
Promote and affirm the importance of disability specific and needs-specific pedagogies e.g. intensive interaction, autism-specific pedagogies	The key teacher and Master Teacher (Literacy) provided professional learning discussions and journal articles to teachers of students needing intensive interaction as a pedagogical approach
Provide a range of development and information opportunities for all teachers to embed co-teaching, multi-modal teaching, Universal Design for Learning, positive niche construction, in assessment of individual student needs and options for learning, to support explicit teaching to maximise success including Closing the Gap priority	<p>A group of teachers prepared a matrix based on the work of Courtade et al that outlines the range of evidence-based pedagogies used across the school. The matrix provides identifier, reason to use that practice, teachers using the practice, student strengths and needs typically linked to the practice, references if applicable. Professional learning opportunities included staff showcases in literacy and numeracy, positive niche construction embedded into multi-element programming through team discussion groups in the early phase, UDL team discussions, and ways to embed multi-modal teaching. A template to explicitly delineate differentiation in learning and teaching. Co-teaching is embedded across the school for literacy, science, visual arts, and VET.</p> <p>In Hospitality and Cooking classes, explicit teaching is embedded for all students. Modelling, sometimes hand-over-hand, step-by-step teaching and continual practice are used to maximise student learning success and to generalise knowledge and skills.</p>
Encourage and support the key teacher to facilitate teacher and coach participation in the pilot of the DET online module for the teaching of science	Lead teacher (Science) worked with interested teachers to share details from science teaching modules and a feedback document was prepared for DET regarding the relevance of the modules for teaching science in the special school context. The science teacher prepared a clear, straightforward scope and sequence chart for teaching science at Darling Point. Science is taught in a functional context and themes are being explored as an effective way of achieving positive student learning outcomes. A science learning checklist similar to that already piloted in English and Mathematics was developed for use from the start of 2016.
Expand the range of Aboriginal and Torres Strait Islander music and cultural events integrated within the Asian and Pacific Studies Curriculum	Linkages between ATSI support services and families / students to meet social, medical, support and mental health needs were published for staff knowledge and use.
Maximise consistent approaches across groups, classes, year levels through work shadowing, case studies, mentoring, coaching, team meetings, wrap-around practices.	Team meetings, job sharing, work shadowing, case studies, case meetings, information posted on One School, file transfer, transition visits, the school curriculum, student plans with goals and targets, student goal achievement and portfolios, assisted in achieving seamless transitions for students across classes and phases. Senior class teacher working in STEP UP together with information sessions for staff and families support that transition, together with teachers being involved in case meetings to decide on student engagement in that program in years, 11, 12 and 13. The Australian and School curriculum documents, the co-teaching model, continuity of staff, and whole school sharing regarding class placements and teacher allocations also assist.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Model and endorse collaborative planning	Collaborative planning is affirmed and encouraged with Principal and Deputy Principal involvement in student planning meetings with teachers and parents as needed, together with therapists, nurse, guidance officer, social worker, school leaders, teachers, teacher aides, curriculum teachers who co-teach, and chaplain /youth worker partnering as needed with students and parents to achieve the best possible individual learning pathway for each students.
Expand wrap-around method in partnership with agencies including Cerebral Palsy League, Lady Cilento Children's Hospital, Disability Services, Evolve, Child Safety, therapists and specialists.	Wrap-around planning is embedded in practice with examples such as stakeholder meetings with Child Safety and Disability Services, EVOLVE; co-planning amongst Principal, teacher, teacher aide, speech language pathologist, paediatrician, neurologist, external speech language pathologist and parent; co-planning amongst physiotherapist, occupational therapist, parent, teacher, teacher aide, lead teacher. School evidence and data forwarded through parents to medical specialists is a common occurrence e.g. seizure records and video, attention, behaviour and mental health data.
Investigate the relevance of the six C's (consistency, care, connection, choice, challenge, closure) are evidenced in teaching practice with male students. Research evidence-based strategies for teaching girls.	A matrix of evidence-based pedagogies for teens with disabilities was developed collaboratively across the school's teaching team.
Embed the generic plan and data sheet, with protocols and quality assurance (PSR) system including all components identified as school priorities	Multi-element planning continues to be embedded by all teachers. The Generic plan was embedded by most teachers and will extend to the practice of all teachers through term 1 2016. Generic data sheet training was provided for all teachers and its use is increasingly embedded for students with complex behaviour challenges. The school recognizes the need to explore a digital data and charting facility within excel or an app to make use of the generic data sheet more efficient and something that interfaces more readily with modern ways of working.
Expand number of protocols written and implemented and foster staff expertise and confidence in protocol driven practices	The Deputy Principal focused on protocol writing and embedding this strategy in teacher practice. Because it is a novel approach within typical Queensland teacher practice, continued attention is anticipated to be required so that the school embeds this important and evidence-based practice.
Implement deliberate generalisation strategies to achieve reduced support and students demonstrating progressively increased independence	Generalisation strategies are embedded in teacher practice amongst those teachers who are university special education qualified or experienced in working in the special school context. Additional training and coaching continue to be offered and supported so that this important aspect of effective, targeted teaching for students with intellectual and multiple disabilities becomes embedded into all teachers' practice and differentiated as needed.
Ensure quality medical support plans and actions including emergency and rescue supports, data tracking and sharing, and case meetings with families and medical and therapy specialists as applicable	The lead teacher has worked hard to ensure that all students requiring them have up-to-date medical plans and documentation and that the required doctor's orders are on file and matches to the DET plans. The school is exploring ways for more efficient medical planning, data tracking and sharing going forward. Progress is being made so that all medical plans are recorded on OneSchool.
Extend links to services such as Aunties and Uncles, Aboriginal and Torres Strait Islander (ATSI) medical services, CentreLink, Disability Services, School chaplaincy service	The school embraced a wide range of support options for all students, including those impacted by disability, transience, family, language, culture, and economic issues.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Expand the School chaplaincy service	<p>The school's local chaplaincy committee has met at least once per term, the chaplain's annual plan was approved and monitored, and parents and wider community members were engaged to support the school's chaplaincy service. A staff prayer meeting is confirmed to meet staff needs. The Principal is the secretary of the Wynnum-Manly Schools Alliance Super Chaplaincy Committee, and the Deputy Principal is the Treasurer.</p> <p>The chaplain commenced the school's SUPA club at lunchtimes one day per week at the start of term 3 and this initiative continues to be supported by parents and engaged with in a positive way by students attending. The chaplain and the LCC and SLCC liaise with local businesses and churches to facilitate funding support for chaplaincy at the school. The chaplain makes himself available for staff and family support including food and clothing parcels, grief counselling and support, and engages with the STEP UP to EMPLOYMENT program twice weekly. He interfaces his role as youth worker and that of chaplain in a relatively seamless way, whilst keeping the distinct aspects of two position descriptions transparent.</p>
Integrate advocacy and self-determination skills and therapy supports including art therapy and debriefing across student programs and staff supports	<p>The school supported the art teacher to complete her Masters qualification in Art Therapy. Art therapy is increasingly integrated into school offerings on a needs basis.</p> <p>Self-determination and advocacy is included within the STEP UP to EMPLOYMENT curriculum and within WHY TRY? And Girls' and Boys' programs in the senior learning phases. More explicit curriculum needs to be developed, paired with the DPSS curriculum going forward. Targeted professional development linked to emotional, mental health, trauma, and coping and tolerance factors are scheduled for staff to take their practice further.</p>
Sponsor information sessions for families from the school and wider community in the transition to the National Disability Insurance Scheme (NDIS)	<p>NDIS information sessions were provided, information, a teacher, the social worker, community liaison officer and OSHC coordinator attended NDIS information sessions; the OSHC coordinator has attended information sessions with the Department of Social Services regarding NDIS impacts for OSHC and family circumstances, as well as the Child Care Benefit (CCB) and Child Care Rebate (CCR).</p>
Further enhance the existing OSHC service and explore ongoing funding options in preparation for the transition to NDIS	<p>The school's Parents' and Citizen's Association provided an outside school hours care service for another special school at the request of Central Office and the Minister's Office during 2015. Our school's OSHC service continues to be licensed for CCB / CCR and to meet national framework criteria. Parent feedback continues to be positive and demand continues especially for after school and vacation care. Strong partnerships between school leaders, teachers, teacher aides, families, other agencies and the OSHC program have proven critical for success.</p>
Continue research project by key teacher, exploring the benefits and applicability of the Danish social educator model to our school	<p>The school's winner of the National Excellence in Teaching (NEiTA) award and scholarship has progressed her research project. She visited Denmark, interviewed university faculty, school leaders and practitioners including teachers and social educators, regarding the social educator model and its relevance and benefits for our school. Her report is scheduled for publication during 2016 and is expected to guide future decision making regarding a social educator model of practice in our school and others in Queensland.</p>
Facilitate staff buy-in to professional performance development through scholars-in-residence, work shadowing, job sharing, coaching, mentoring, conferences, workshops, reading circles, to enhance knowledge and understanding of curriculum, pedagogies, disability specific information and student supports, to maximise care, support and learning outcomes including those at key junctures	<p>Dr. Gary LaVigna of the Institute of Applied Behaviour Analysis (IABA) in California worked at the school for a week as scholar-in-residence conducting staff training in generic plan and data sheet, and PRS. This work resulted in a PSR tool being developed and piloted by early career teachers and will be revised for wider adoption during 2016. A teacher aide PSR was developed by teacher aides mentored by the Principal for pilot by a small number of teacher aides in term 4 and was revised for wider trial in 2016.</p> <p>Formal coaching of early career teachers was provided by the identified mentor teacher and school leaders. Work shadowing was facilitated through job sharing and budget allocation. A wider range of strategies is being used in 2106 to maximise work shadowing in early and middle phase teaching teams. Senior phase teachers co-plan, reflect, evaluate and develop at least weekly. School leaders led structural changes in the middle phase to deliberately de-privatize classes, to promote co-planning and team sharing and support. School leaders have extended the notion of team collaboration through fortnightly learning phase teaching team meetings, and twice per term learning phase meetings with all staff.</p>

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Organise training and development opportunities for the wider school community in areas such as NAPCAN, Stepping Stones, Autism spectrum, Sensory integration, Auslan, and work, health and safety.	Professional development opportunities were supported through after school meetings, seminars, conferences, workshops, professional resource collection enhancement, on-line courses, mentoring, coaching, journal article sharing, and reading circles.
Support on the job training, coaching, work shadowing, and quality assurance protocols, as well as supporting teachers to engage with DET on-line coaching modules in teaching of reading	Budget allocation through the one-line budget flexibilities arising from the IPS model, the Master Teacher position, the key teacher Literacy position, and horizontal leadership structures supported staff training and development. Progress with the PSR tool continues to support staff knowledge and expertise and provide clear evidence for celebration of quality practice.
Provide learning and development sessions in hand function, adaptive technologies, equipment across the age ranges and disabilities	The school aims for a more focused occupational therapy service in 2016.
Provide learning and development in functional writing applications and pedagogies and the DET online coaching modules in the teaching of writing	Teachers explored a range of apps to facilitate improved writing /recording access and achievement for students for whom traditional writing presents significant challenges and worked to define 'writing' for the range of students at our school including FC, typing, use of technologies, as well as script and ensure that all students have access to a functional writing curriculum
Provide learning and development in school-wide numeracy teaching approaches including the online coaching modules in the teaching of Mathematics	<p>The staff Mathematics teaching showcase in October was well received, and provided a strong opportunity for staff sharing, development and celebration.</p> <p>The CIF fund will provide a vehicle for focused ongoing staff development in teaching mathematics.</p> <p>Sunshine on Line is used by many teachers in Mathematics.</p> <p>The CIF project includes plans for a key teacher Mathematics / Numeracy.</p> <p>A resource is being developed to inform teachers of the range of diagnostic assessment tools that are available in Mathematics/Numeracy e.g. Study Ladder.</p> <p>The Mathematics developmental checklists were adopted by all teachers but require further work to provide a useful summary for learning and teaching across all students. The checklists are perceived as a useful tracking tool to monitor student learning progress over time.</p> <p>Further trial occurs in 2016 alongside consideration of standardized assessment tools.</p>
Coach staff participation in an evaluation of their skills and confidence, and take part in the Professional Performance Plan process to enhance their professional practice as well as staff morale and their active involvement as part of the school community.	All teachers completed their professional performance plan and further work is assisting the interface of the Australian Institute of Teaching and School Leadership (AITSL) standards in a meaningful way with teacher professional development and work, and linkage of performance goals and targets to evidence-based pedagogies in special education.
Update staff broadsheet, embed consistent practices, coordinate code of conduct and student protection training, other employment notifications	The school's orientation and induction process were reviewed and the staff broadsheet updated. Documentation procedures associated with new staff orientation were refined in alignment to DET policy and procedures.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Audit and ensure that all business areas and learning phases have organised, relevant, dense and varies resource pools including commercial numeracy teaching programs	School resources were audited, the digital accession system refined and staff were trained in its use.
Engage external subject matter experts and utilize skilled school staff to support evaluation, reporting and planning towards the school's strategic improvement agenda, including the 2015 Quadrennial Review	The school's strategic review was coordinated by the Principal and School Council, and included both local and DET reviewers. Positive reports were received and formed the basis of celebration as well as futures-based strategic planning.
Trial towards embedding of a school-developed quality assurance system based on the evidence-based approach (Periodic Services Review) including scholar-in-residence coaching and mentoring	The PSR process is being further developed and consultation with key stakeholders will progress during 2016.
Further enhance distributed leadership focusing on instructional leadership to maximise workforce performance and student learning	Leaders in key areas of school development have emerged and are supported by the Principal and School Council.
Provide parent/family/advocate information sessions; wrap around methodologies	Collaborative planning is common place amongst teachers, therapists, school leaders and professionals from other agencies, as well as between school staff and local businesses for work experience and VET accreditation. The school's newly appointed social worker together with the Principal and the school community liaison officer organised parent/family/wider community training and development opportunities in areas such as co-planning, parenting, behaviour support, NDIS, social and emotional well-being, and cyber-safety. Partnership with NAPCAN is progressing.
Continue shared leadership of post-school employment service	The school's partnership with ROAD and HELP Enterprises has stalled to some extent owing to changes in personnel in those agencies. Focused work will be prioritized in 2016. Further, the program will strive to determine the best ways forward in linking STEP UP to EMPLOYMENT with post-school agencies that demonstrate similar values and priorities.
Individualize class sizes and staffing ratios, as required, to facilitate individual, highly skilled teaching of the most challenged students – target is 1:3 on the aggregate, and within budget using one-line budgeting	The flexibilities of a one-line staffing budget availed through IPS were used more extensively in 2015 to include the appointment of a youth worker, a social worker and a community liaison officer, as well as the appointment of additional teacher aides, adjustments to teacher density at different times of the year, and flexibility for additional guidance officer days to meet emergent needs.
Creatively structure team meetings, social events, duck cabinet to promote distributed leadership, focus and productivity through promoting a 'my-time your-time culture' including massage and well-being focus, to embed shared values	Staff social events such as dinners, Friday afternoon social drinks, school coffee shop gatherings, and staff involvement in fund raising and other school events occurred. Informal linkages, conversations, mutual supports and other small group activities and events are common place and highly valued amongst staff.

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Encourage staff to consider their skills and confidence as a way of enhancing morale and active involvement in the school community	Senior teacher leadership of a school mentoring project and other projects arising from weekend sessions with Education Changemakers are anticipated to support this target going forward. Celebration events and gestures support staff morale as do sharing of positive feedback from parents, families, students, community, business, and government.
Expand sister school partnerships, locally, nationally and internationally	Linkages with universities in Japan, Taiwan, Germany, Netherlands, Denmark and the special school in Fiji have been progressed.
Use data-based decision making, note recommendations from Response to Intervention (RTI) methodology, implement individualised teaching adjustments and accommodations, have a results orientation; ensure data tracking suited to showing the smallest possible gains, address strengths and needs of all students	Teachers have continued to explore options for gathering student progress data especially in areas where student achievement gaps are small owing to complex disability factors. There is some emerging preference for the use of goal attainment scales which were used previously alongside standardized measures and other forms of evidence. This is a priority area for work in 2016 to embed data-based reporting against curriculum indicators.
Embed digital information recording systems using OneSchool	All teachers embraced data recording through OneSchool. The proportion of student diagnostic data recording has climbed substantially.
Lead teacher adoption of the IABA Matrix tool and PSR protocols to monitor and enhance inclusive practice and evaluate <i>STEP-UP</i> project against IABA <i>STEP</i> criteria and publish results	The IABA Matrix was used systematically, reliably and regularly and depicts the continuing use of inclusive practice and life opportunities with students in the STEP UP program. During 2016, teachers in the senior phase will explore the relevance of this tool for students in year 10 to 12.
Use data to report on safety compliance, supports needed for students and staff, and risk management	Diagnostic data in literacy was recorded in OneSchool. The school's English and Mathematics achievement checklists were piloted by all teachers. The School contacted OneSchool to work out how to upload the checklists and for teachers to be able to update them within OneSchool at least once per semester. This work is ongoing.
Engage with business and the wider community leading to public-private partnerships	Significant partnerships between the School and local business were prompted during the year. Significantly, the partnership with Bartons Wynnum and Hyundai Help for Kids realized a new iMax vehicle for the school, considerable funds to support the development of a mobile classroom, and associated resources, as well as a range of life experiences for students and coaching in commercial strategy for school leaders. Other business partnerships that benefitted the school include grants from the Port of Brisbane and the Member for Bonner.
Refine reporting and action protocols for maintenance, efficient resource use, effective communication protocols, and minimisation of waste, refurbishment, health and safety	School health and safety protocols were refined, schools officer procedures were reviewed, and resource use was analyzed to support more cost-effective processes going forward.

Future outlook

During 2015, the School Council undertook a strategic review of the school, in line with department requirements for four-yearly information gathering, analysis and forward planning. This review included staff and parent/carer consultation processes, supported by an external facilitator, the Council Chair and Principal, a whole school review by departmental reviewers, and review of evidence-based practices in special education and transition education by special education leaders and the school's scholar-in-residence. The process focused on the school's purpose, values, commitments, priorities, and included a risk-benefit analysis of priorities and actions considered. The School Celebration tool provided opportunities for Council Members to meet with leaders of key aspects of school improvement initiatives to be informed about activities undertaken, challenges experienced, and benefits realised.

The findings and recommendations from the DET school review are available on the school's website. The key findings are:

- The Principal drives the use of effective evidence-based pedagogies to inform teaching and learning outcomes for all students. A variety of strategies are used by the school to bring people with expertise into the school and to ensure they develop skills in existing staff members through co-teaching. Innovative strategies include engaging professionals with specialist knowledge in hydrotherapy and conductive education, collaboration with universities and partnerships with the Institute of Applied Behaviour Analysis.
- Parents, staff and community partners commend the school's Positive Behaviour Support approach as highly effective in supporting students and their families. The school's well-established evidence-based, positive behaviour support model is a student-centred approach with systems and processes to achieve functional, contextual and communicative goals, and to promote safety, relationships and learning.
- The school leadership team utilises a wide range of systematic and school-based data to inform school improvement priorities. A range of student achievement data is used to inform program development, class and student groupings, and various interventions. The school has an embedded culture of collecting and representing data in graphs, charts and portfolios. Some teachers are analysing data and using data to inform decisions about teaching and learning. Teachers across the school have varying levels of data literacy.
- The school provides multiple opportunities for staff to engage in professional learning. There is a strong commitment from staff to engage in professional learning. School leaders model and participate in professional learning activities alongside teaching staff. There is currently no structured ongoing process to provide teachers with feedback through an agreed observation [procedure].
- The school implements creative school-wide solutions using flexibility and student-centred approach. School leaders routinely adjust the human resource allocation to match staff to group and individual needs of students while also monitoring staff wellbeing. This includes forming small groups, sharing of students across groups, and staff working with individual students with complex needs. Team leader positions for the four phases of learning: early years, middle, senior and Step Up are in place and valued by teachers and teacher aides. Some staff commented that the school would benefit from more classified and volunteer leadership positions.
- The school's STEP UP to EMPLOYMENT program enables students to transition to post-school successfully. A unique program established by the school for students in years 12 and extension is the STEP UP to EMPLOYMENT program. This program supports inclusion of students in the wider community, and individual programming based on the students' goals and aspirations which enable them to transition to post-school successfully.

- The school Principal identified the teaching of numeracy in the school as an area for development. The school was successful in obtaining a \$255 000.00 Collaboration and Innovation grant to pursue innovative teacher practices through research in mathematics. Discussions with teachers confirmed a priority for the school in 2016 is to improve numeracy instruction and build teacher capacity. Teachers enlist the support of the key teacher in literacy who works across the school to build teacher capacity in the teaching of literacy through a balanced approach to literacy development. The school is yet to have an established overarching literacy framework to inform consistent literacy instruction in the school by all teachers.
- The school has an exemplary record of establishing and developing beneficial partnerships with local businesses and community organisations. Darling Point Special School is a highly respected community resource within the local community. School leaders make deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources not available within the school for the purpose of improving student outcomes.

Key Improvement Strategies

The Key Improvement Strategies recommended from the review, for progressive implementation across the forthcoming four year strategic plan, are:

- Develop the roles and responsibilities of the leadership team to ensure all leaders are engaged in driving improvement in the school improvement priorities
- Develop teacher skills in data literacy so that all staff can administer assessment items, record findings and analyse student results to adjust their teaching and learning strategies
- Review the current suite of research-based standardized and diagnostic assessment tools to gather data in communication, literacy and numeracy
- Investigate strategies to initiate a systematic whole-school approach to the providing of feedback, coaching and mentoring for all teachers and teacher aides
- Explore opportunities to enhance leadership of the implementation of curriculum,, and evaluation of these practices in the school
- Research, develop and embed an evidence-based approach to the teaching of numeracy across the school
- Identify and embed a balanced, evidence-based approach to inform the teaching of literacy across the school.

The school's Strategic Plan for 2015 – 2019 publishes the school's intent as innovating for positive futures, implementing evidence-based practices, maximizing outcomes, and modelling attitudes of affirmation and gratitude. Our shared purpose is defined as preparing our students for productive lives. The school's shared values are **D**iligence, **R**esilience, **E**thics, **A**udacity, and **M**ateship.

Our school is committed to creativity and innovation, values-based leadership and teaching, individuals, authentic learning, happiness and fun, future proofing the school, links to the wider community, and safety.

Our Strategic Plan emphasizes the roles of Empowerment, Capability, Collaboration, Alignment and Accountability in making the goals and targets of our work actually happen.

Our School's strategic priorities relate to

1. What we teach through systematic curriculum that is authentic, creative, valid, evidence-based, functional, modern, relevant and achievable.
2. How we teach using differentiated teaching and learning where we know how each student learns best, having big dreams, leveraging networks to foster life quality, employment and an 'ordinary life' for students, and building knowledge and skills in proven methods of teaching the students we teach.

3. How well we do, through analysis and discussion of data, where we make sure we know what each student knows and can do, so that each teacher knows what to teach next, and all staff are skilled in collecting and making sense of data through access to a suite of research-based assessment tools, consistent processes and actions, targeted training in data literacy, precise measuring and reporting of distance traveled over time, and monitoring school performance and governance.

The strategies that the School will use going forward are

1. A culture that promotes learning
 - a) Sharing what we know and how we do it
 - b) Supporting each other to be the best we can be
 - c) Driving effective wrap-around practices to address student and family needs
2. School Community Partnerships
 - a) Give and get the best from self and others
3. An expert teaching team
 - a) Do everything possible to make sure that every worker has the necessary skills to do their job
4. Targeted use of school resources
 - a) Use creative and innovating thinking to address issues around play and learning spaces
 - b) Continue to enhance learning and teaching resources.

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

■ **Core Improvement Priority: Systematic curriculum**

Culture that promotes learning

- Collaboration, negotiation and innovation achieve strong teacher buy-in with curriculum mapping against national and state mandates. There is a clear line of sight between curriculum, school priorities and student hopes, aspirations and post-school destinations.
- Agreed literacy framework is published and training and development supported
- School Communication Options policy is endorsed and enacted
- Agreed numeracy framework is published and training and development supported
- Positive behaviour support through multi-element programming.

■ **Core Improvement Priority: Differentiated teaching and learning**

Innovation

- Creativity and innovation
- Relevant policies and legislation are critiqued and observed as they apply to curriculum, learning, teaching, resources management, innovation and IPS flexibilities

School Community Partnerships

- STEP UP to EMPLOYMENT project is expanded and embedded; existing work programs are evaluated, findings and recommendations considered and changes made as appropriate
- Consider social educator position in strategic priorities

Expert Teaching Team

- Evidence-based pedagogies are actioned, innovative options are designed, tested and evaluated to support transitions, engagement and outcomes
- Explicit, targeted teaching is investigated and existing practices consider against key criteria related to how our students learn best to inform school decisions for change
- Disability specific pedagogies including conductive education, hydrotherapy, augment and adaptive communication options are researched and enacted aligned to individual student needs.

Core Improvement Priority: Analysis and discussion of data

Targeted use of school resources

- Resourcing supports curriculum priorities
- Periodic Service Review (PSR) process is refined within an evidence-based coaching and mentoring model for feedback, celebration and development, and to affirm outcomes for input
- Investigate and implement succinct, efficient and sufficient methods for data gathering, analysis and report, to provide a clear line of sight between assessment and learning, to measure equitable outcomes across students, needs and cultures, and confirm that work done achieves desired outcomes
- Analysis of student diagnostic and achievement data in priority areas
- Embed values based leadership and management across the organisation
- Lead and manage in accordance with strong business practices and legal compliance
- Ensure flexible human resourcing, equipment and teaching materials are used to address current and emerging school needs
- Engage the school community in creative and innovative thinking to address issues of play and learning spaces and embed these protocols within problem-solving practices across the School
- Audit all facilitates and activities to ensure risk management protocols are sufficient, efficient and effective.

Our school at a glance

School Profile

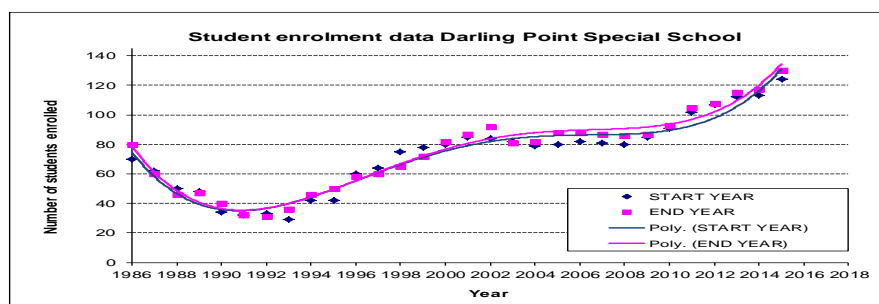
Coeducational or single sex: Coeducational

Year levels offered in 2015: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2012	107	50	57	9	95%
2013	112	45	67	10	95%
2014	113	42	71	10	93%
2015	124	47	77	11	94%

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 2015 represented a wide variety of cultural heritage including Australian Aboriginal, Arabic, Chinese, Egyptian, Filipino, German, Greek, Hungarian, Indian, Iranian, Irish, Italian, Malaysian, Maori, Polynesian, Samoan, Thai, Torres Strait Islander, and Vietnamese. 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 2016 the team continues to explore 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, a social worker and the ongoing efforts 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 Bartons Wynnum, the Wynnum-Manly Leagues Club, IGA Manly, Baywatch Café, Cambridge Lane Café, Coles Wynnum, Woolworths Wynnum, Wynnum West and Manly West, Wynnum Police Service, Wynnum Fire Station, Lota PCYC, Wynnum Ambulance Service, Queensland Rail, Rotary Club of Port of Brisbane and of Wynnum Manly, Lions Club Wynnum, Caltex Refinery Lytton, Reinforced Concrete Pipes Australia (Holdings) (RCPA), Aid for the Blind Wynnum, and many business and professional groups in the local and wider area of Brisbane.

With the STEP-UP to EMPLOYMENT project now embedded within school curriculum offerings, a wide range of entities 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, 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 2015 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. Our service continues in 2016. The service was expanded to assist another special school community 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*	2015
Short Suspensions - 1 to 5 days	2	4	5	1
Long Suspensions - 6 to 20 days	0	0	1	1
Exclusions [#]	0	0	0	0
Cancellations of Enrolment	0	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	2015
Prep – Year 3	4	4	4	4
Year 4 – Year 7 Primary	5	5	5	4
Year 7 Secondary – Year 10	5	5	5	5
Year 11 – Year 12	6	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, PODD, facilitated communication, key word sign, AUSLAN, environmental visual supports
- Mathematics with a focus on numeracy
- Science

- Conductive education
- Hydrotherapy
- 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

- Active 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
- Visiting performers including puppet shows, African drumming, acting troupes, and farm animals
- 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, eye gaze technology and switches.

Social Climate

Darling Point Special School's social climate is characterised by an emphasis on life quality. 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 2015 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 supports social emotional skill development. 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 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 outlines 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	2015
their child is getting a good education at school (S2016)	100%	96%	88%	100%
this is a good school (S2035)	100%	96%	100%	100%
their child likes being at this school* (S2001)	96%	96%	100%	100%
their child feels safe at this school* (S2002)	100%	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	100%	100%
their child is making good progress at this school* (S2004)	96%	100%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	75%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%	100%
teachers at this school treat students fairly* (S2008)	100%	96%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	88%	100%
this school works with them to support their child's learning* (S2010)	100%	96%	88%	100%
this school takes parents' opinions seriously* (S2011)	96%	96%	88%	96%
This school takes parents' opinions seriously (S2011)	na	96%	88%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	88%	100%
this school looks for ways to improve* (S2013)	100%	100%	88%	100%
this school is well maintained* (S2014)	100%	96%	100%	100%

Performance measure	N = 46		
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	96%	97%
they receive useful feedback about their work at their school (S2071)	97%	96%	97%
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	100%
students are encouraged to do their best at their school (S2072)	97%	93%	97%
students are treated fairly at their school (S2073)	100%	96%	94%
student behaviour is well managed at their school (S2074)	97%	93%	97%
staff are well supported at their school (S2075)	94%	93%	94%
their school takes staff opinions seriously (S2076)	100%	93%	94%
their school looks for ways to improve (S2077)	100%	93%	97%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	100%	98%	97%

* 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.

Parent and Community Involvement

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 to develop and endorse 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 aluminum
- 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
2014-2015	72,652	tba

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

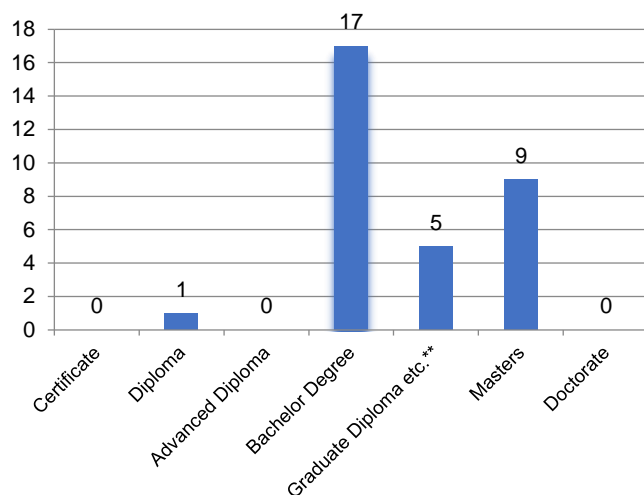
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	50	<5
Full-time equivalents	27	26	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	5
Masters	9
Doctorate	0
Total	32



*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 2015 were \$44 947.00.

The major professional development initiatives are as follows:

The major professional development initiatives for staff during 2015 were:

- Positive behaviour support including functional behaviour analysis, and IABA accreditation in multi-element programming, positive support planning and non-aversive management.
- Pilot, testing, adjustment of the school's Generic Behaviour Data sheet and staff training in use of this data capture and analysis tool
- Adaptive technologies for learning.
- Use of tablet devices – practical use and links to pedagogy.
- Play skills in early childhood.
- Fun skills incorporated into students' learning.
- Aust-swim.

- The STEP Employment Service translated to local action – mentoring and coaching from IABA
- Vocational Education and Training (VET) including VET for students with disabilities.
- Picture exchange communication systems – PECS.
- Evidence-based teaching practices in literacy.
- Work shadowing.
- Coaching and mentoring.
- Autism specific pedagogies.
- Leadership in action.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2012	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Where it says '**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.

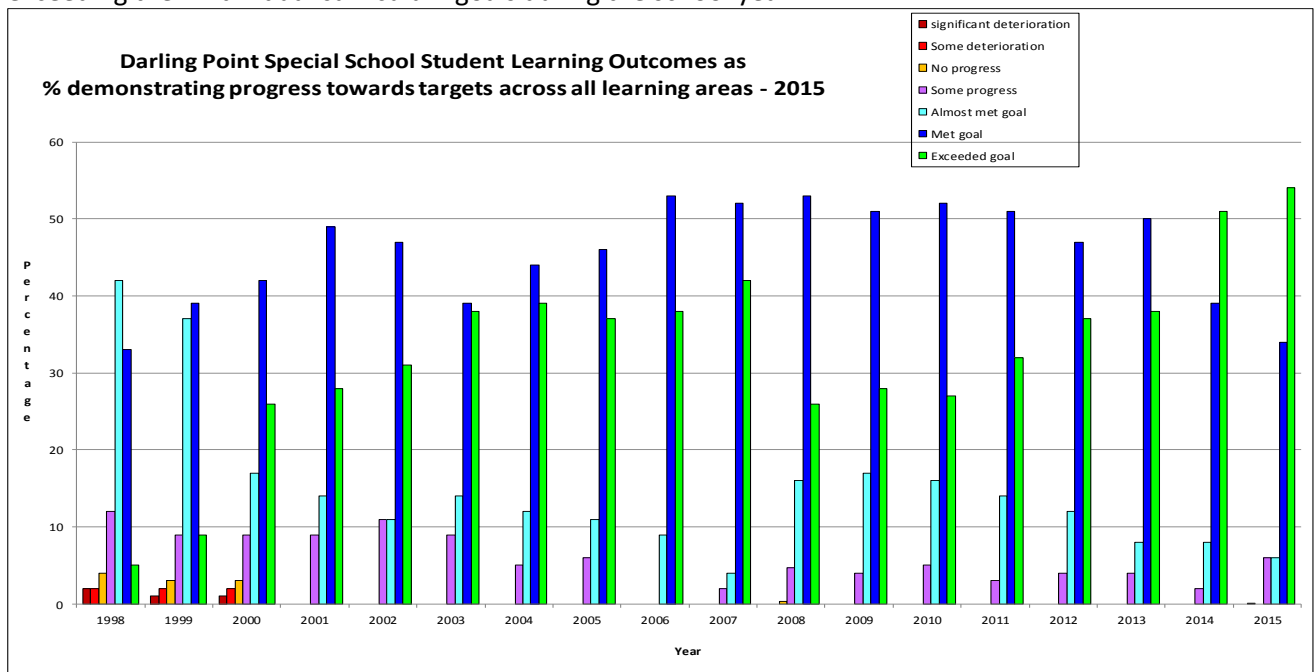
School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

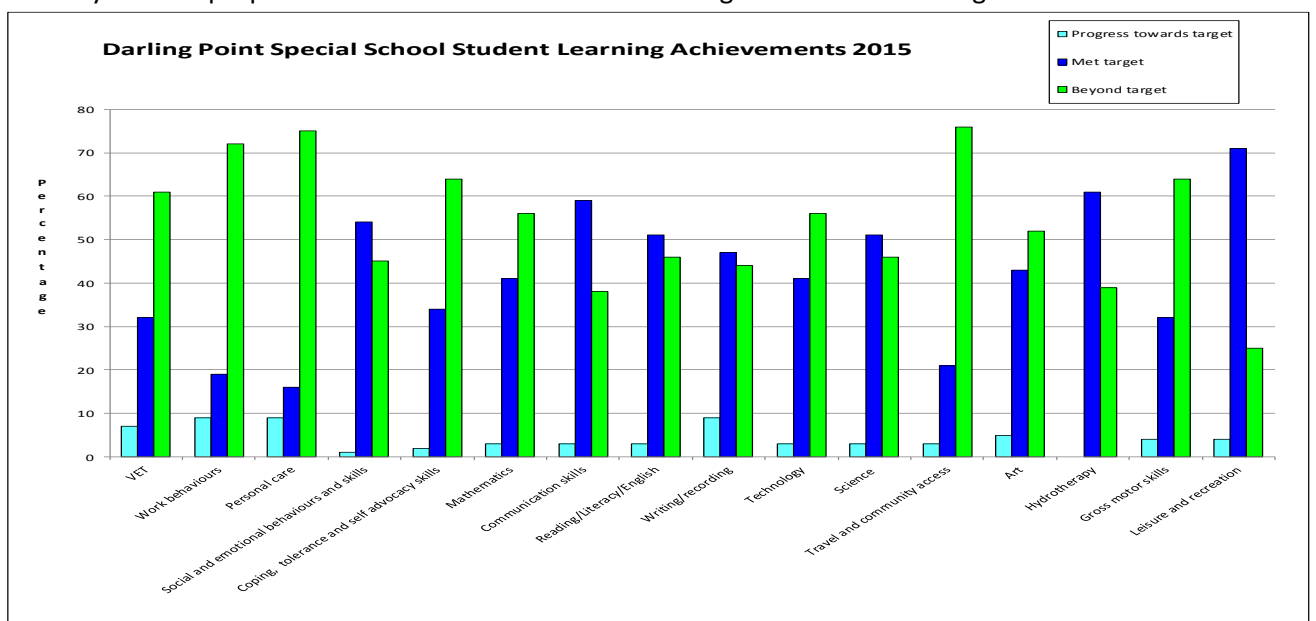
Key student outcomes

Student learning achievement

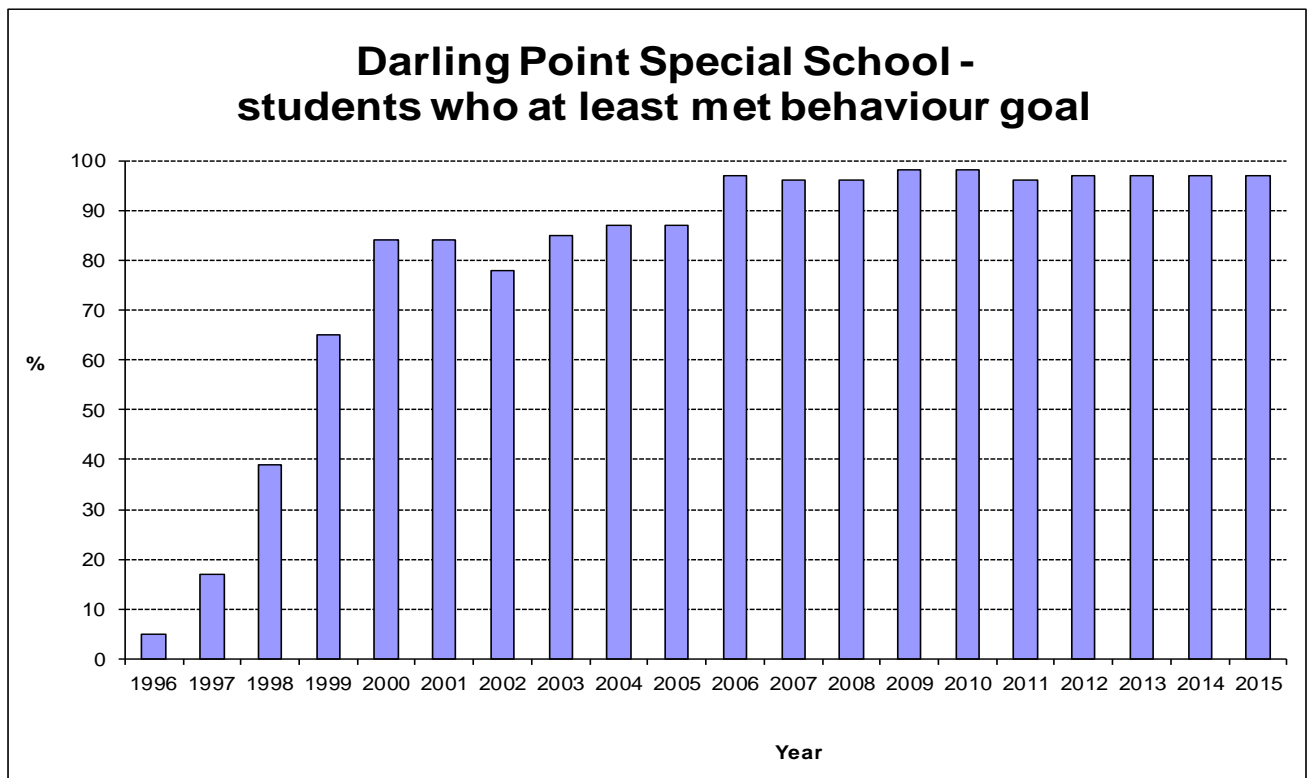
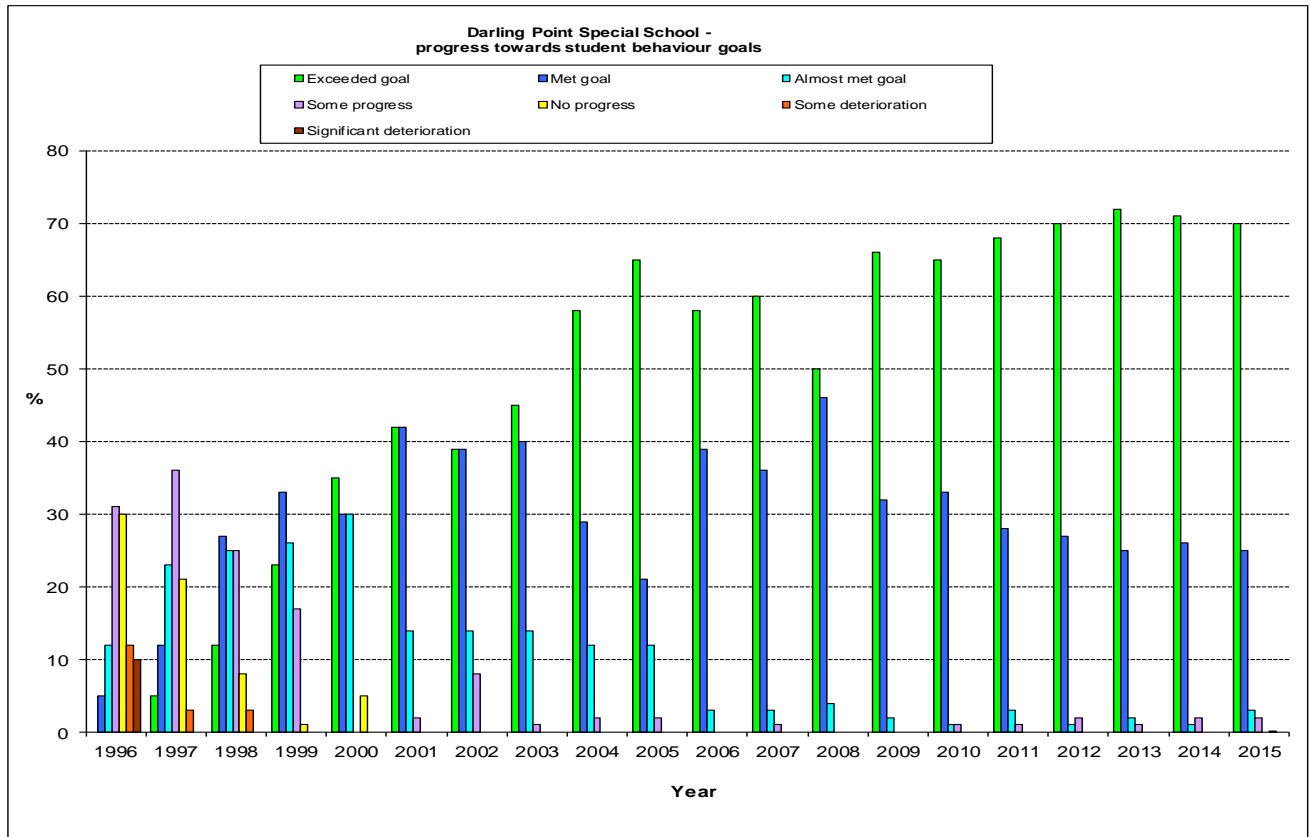
The following chart depicts learning achievements for all students enrolled that year, from 1998 to 2015. An important point to note is the improvement shown over time in the percentage of students achieving and exceeding their individual curriculum goals during the school year.



The following chart depicts students' learning achievement in subject and learning areas during the 2015 school year. The proportion of students who achieved at or greater than their targets is commendable.



The following charts depicts students' progress towards their individual behaviour goals from 1996 to 2015.



Student attendance	2012	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	85%	86%	87%
The attendance rate for indigenous students at this school (shown as a percentage)	84%	82%	86%	91%

The overall attendance rate in 2015 for all Queensland Special schools was 89%.

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. .

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

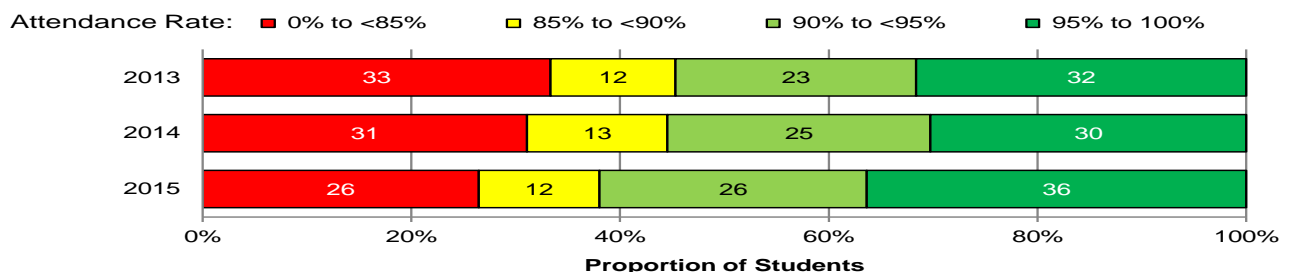
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	76%												
2014	85%												
2015	88%	86%	88%	87%	82%	86%	73%	88%	91%	80%	85%	92%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts 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. *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 DET 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.

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 One School 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 2015.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	100%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	14	11	15
Number of students awarded a Queensland Certificate of Individual Achievement.	14	11	15
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	7	2	5

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
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%	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.	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.	50%	18%	33%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	NA	NA	NA

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. 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
2013	7	0	0
2014	2	0	0
2015	5	0	0

As at 16 February 2016. The above values exclude VISA students.

Students achieved Certificate 1 in Agri-Foods, Certificate 1 in Hospitality and Certificate 1 in Access to Vocational Pathways.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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

No students from this school were early school leavers in 2015 and as such no post-school destinations for early school leavers can be reported.