



Darling Point Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Darling Point Special School - a Queensland State Secondary Schools Showcase Winner in 2004 - maximises outcomes and life quality for students with disabilities. Values and research-based practices define programs for students to Year 12. Authentic curriculum reflects the Essential Learnings whilst addressing disability-specific needs. Developmental programs include communication, adaptive technologies, functional academics, life skills, play and leisure skills, and personal development. Programs with specialist curriculum teachers working within a co-teaching model with special education teachers include art with an annual art show, horticulture, hospitality including an on-campus coffee shop, manual arts and construction in partnership with a multi-national company, music, physical education, photography and a scout troupe. Positive behaviour support is embedded to maximise life quality through environmental and positive supports, skill development, and non-aversive management practices. Support groups, outside school hours care, interagency collaboration and chaplaincy programs enhance the school's assistance for students within their family and community groups.

Principal's Foreword

Introduction

This Annual Report for Darling Point Special School documents the strategic and operational focus of the School during the 2017 School year, providing evidence to inform Government, the wider community, staff, and current and future families of Darling Point Special School. Particularly, the report shares the activities and progress towards the targets derived from the school's quadrennial strategic review and confirms achievements to end 2017 as well as 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, community liaison officer, and parent leaders via the School Council and Parents' and Citizens' Association, 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.

I am pleased to commend the school's emphasis on values and evidence-based practices as well as commitment to research that explores experimental approaches and new ideas. This report provides a sharp focus on the achievements of the professional, talented, diverse, skilled and dedicated team of this Independent Public Schools.

The passion, good humour, diligence 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 our committed 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 2015 – 2019, and the 2017 annual implementation plan. Included also is information regarding the outlook for the School.

School Progress towards its goals in 2017

Our School's development priorities and related achievements for 2017 were

- Curriculum Framework aligned to national and local priorities, with skilled staff and individualised student SMART goals clearly aligned to curriculum targets – *all teachers achieved a strong knowledge and capability to differentiate the curriculum to meet student needs whilst focussing on student engagement, enjoyment and practical application of knowledge and skills.*
- An agreed Literacy Framework and Communications Options Policy – *the School's literacy framework and Communications Options Policy were revised, published and endorsed, to inform practice and ways of working.*
- Mathematics and numeracy taught using innovative neuroscience principles and strategies as part of the School's Collaboration and Innovation (CIF) project funded by the Minister's Office – *the School's CIF project engaged most teachers and many teacher aides and therapists as well as parents, and achieved the allocation of targeted teaching time to lead the project, coach teachers in neuro-science strategies, and made progress towards qualitative and quantitative data gathering for subsequent analysis, and the publication of a neuro-science teaching manual.*
- Exploring creative options for community-based learning to redress student disengagement and absenteeism – *the mobile classroom initiative was successfully tested and resulted in significant gains in student learning in literacy and numeracy, personal skills, communication, behaviour and social skills, and community engagement, enhanced attendance and engagement, reduced school refusal, enhanced parent satisfaction, and subsequently the purchase of a dedicated caravan for mobile classroom use for groups of secondary aged students in 2018.*
- Exploration of bush and equine therapy options to assist students experiencing trauma, conflict, well-being and mental health issues – *professional development was undertaken by four members of the School team, and achieved some progress towards bush therapy and environmental teaching experiences; implementation of an equine therapy program with School staff accredited was not achieved owing to difficulties in accessing appropriate horses but did lead to consideration of a therapy snake for the School and acquisition of the necessary government permit.*

- Further embedding of the STEP UP to EMPLOYMENT program for a wider range of graduating students – *the STEP UP program has become embedded in school curriculum and ways of working and enjoys positive feedback and satisfaction, as well as student learning outcomes, and smooth transition to post-school options for an increasingly wide student cohort.*
- Expansion of teacher knowledge and confidence in evidence-based strategies designed for the students who comprise this School's cohort – *teachers continued to test the School's Quality Practice Indicators tool and report that the tool provides a strong basis for information, professional development and self- and other- feedback on practice in the classroom. Future work will explore ways to use this tool linked to support, work shadowing, mentoring, and coaching.*
- Further investigation and testing of benefits for our School of Social Educators teamed with special education teachers – *teachers able to welcome social educator interns to their classrooms reported a range of benefits from the social educator ways of working, providing impetus for continued work in this area and expanded partnership with universities in Denmark and the potential for collaborative research amongst our School, and universities in Queensland and Denmark.*
- Investigation of options for teachers and therapists to gather and analyse student learning, sensory, communication, and behaviour data to better inform teaching options, and consideration of lead and lag indicators for teaching – *the data project did not progress as far as hoped and forms a significant part of the School's development work in 2018.*
- Continued leadership development and focussed succession planning across the school – *leadership development opportunities within and outside of education were enjoyed and ideas, processes and initiatives formed for ongoing work, especially in the areas of agile thinking and systems theory going forward.*
- Initiatives to maximise safety and well-being across students and staff – *emphasis on positive relationships and communication styles, personal well-being options, links to counselling and the school's chaplaincy service, embedded positive behaviour support for learning, and training and development in the physical aspects of work in a special school were useful contributors and form the cornerstone of aspects to be embedded in School practice and culture.*

Future Outlook

The School's Improvement Agenda for 2018 focuses on

- Leadership through further exploration and embedding of systems theory into School processes, protocols and practices
- Further work on quality practice indicators for special education teaching
- Deep analysis of what constitutes a relevant and meaningful data plan for our School and how we might achieve clear links between data leading to information, leading to knowledge, leading to wisdom, leading to enlightenment and clarity of perception (Rowley's DIKW Hierarchy, 2007).

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	124	47	77	11	94%
2016	124	42	82	9	91%
2017	125	39	86	12	90%

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

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

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

Characteristics of the Student Body

Overview

Cultural, social and economic opportunities for the School

Students enrolled during 2017 represented a wide variety of cultural heritage including Australian Aboriginal, Arabic, Chinese, Fijian, Filipino, German, Greek, Hungarian, Indian, Irish, Italian, Macedonian, Malaysian, Maori, Polynesian, Samoan, Scottish, Swedish, Thai, Torres Strait Islander, Ukrainian, and Vietnamese. The contribution brought to the School through the variety of cultures is highly valued.

Owing to the impacts of disability and support needs, all students' families are eligible for federal and state government financial support. Socio-economic and cultural factors of the School community reflect a multi-cultural community. Whilst the School has an ICSEA index of 1000, this does not accurately describe the true socio-economic profile of the School. Students travel from a breadth of areas and families extend across the full range of circumstances, with some 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. It is however noted that societal and employment pressures, together with the stresses of raising a child with a disability, impact on the extent that family members can find time to actively engage with their children's teachers at school.

The School team continues to explore options to support more active involvement of families with their children's education. The weekly school coffee shop provided a gathering point for parents, a social worker, a youth worker and chaplain, together with information and training opportunities for parents and family members as well as school leaders taking time to phone and meet with families, assist to enhance parent and family engagement. Particularly, information sessions and coaching opportunities for families in readiness for the forthcoming National Disability Insurance Scheme initiative were highly valued.

The School received substantial and consistent support from various community and business organizations including Bartons Wynnum, the Wynnum-Manly Leagues Club, IGA Manly, Cambridge Lane Café, Coles Wynnum, Woolworths Wynnum, Wynnum West and Manly West, Wynnum Police Service, Wynnum Fire Station, Wynnum Ambulance Service, Queensland Rail, Rotary Club of Port of Brisbane and of Wynnum Manly, Lions Club of Wynnum, Caltex Refinery Lytton, Aid for the Blind Wynnum, and many private business and professional groups in the local and wider area of Brisbane.

With the STEP-UP to EMPLOYMENT project embedded within school curriculum offerings, a wide range of entities provided support and encouragement. This program continued to be based at the Wynnum Library through generous pro-bono support from the Brisbane City Council. The Institute of Applied Behaviour Analysis (IABA) and Company Director, Dr Gary LaVigna, continued 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, 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 managed fund-raising activities to assist the School with needs-based resources and equipment as well as funding the on-road costs of the school's three 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, sailing through Sailability at Manly, and swimming lessons at The Plantation and Chandler Aquatic Centre.

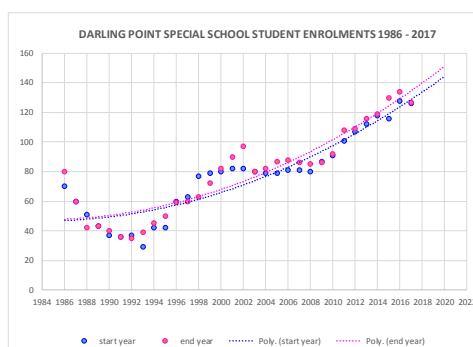
The Parents' and Citizens' Association continued to receive recurrent funding from the Australian Government Department of Social Services (DSS) to subsidise outside School Hours and Vacation Care for Teenagers with Disabilities, resulting in the successful operation on the School campus of a licenced outside school hours and vacation care centre that attracts the child-care benefit and child-care rebate. This service operated during 2017 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 2018. The service has achieved registration towards a seamless transition to the National Disability Insurance Scheme when it rolls out in Brisbane during 2018. The service will retain child care registration to support those families not able to include its services within their child's NDIS plan.

Geographical spread and special feature and resources of the community

The School community context consists of urban, low and increasingly 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.

Average Class Sizes and School Enrolment trends

The following graph shows student enrolment at the School from 1986 to 2017.



The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	6.8	6.7	6.7
Year 4 – Year 6	5.4	6.2	7.3
Year 7 – Year 10	6.0	4.8	7.0
Year 11 – Year 12	7.8	6.2	7.3

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum delivery at Darling Point Special School is guided by two critical elements – the Australian Curriculum and associated Queensland mandates, and a functional consideration within the local context, of knowledge and skills relevant to progress, achievement and life quality for the students attending the school.

Our distinctive curriculum offerings

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

- English including literacy and communication options – adapted and augmented communication, PECS, PODD, facilitated communication, AUSLAN, apps including Proloquo-2-Go, visual supports
- Mathematics with a focus on numeracy, in 2017 with a strong neuro-science focus linked to the school's Collaboration and Innovation Project
- Science
- Environmental Science and Outdoor Education
- Health and Physical Education programs including Perceptual Motor Programs modelled on the work of Jack Capon, Conductive Education, Hydrotherapy, games, sports, bike riding, sailing, kayaking
- Visual arts and art therapy
- Music – drumming and dance
- Modern skills including self-determination and advocacy, citizenship and social skills including the *Why Try?* and *Kimochis* programs and resources, social stories, comic strip
- conversations, role play, and visual schedules to enhance social and emotional intelligence and skills
- Technologies including manual arts, information technologies, home economics, gardening
- Asian and Pacific Studies
- Life Skills programs - hygiene and self-cares, 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
- Pilot of a Mobile Classroom initiative
- Camps, trips and community-based learning
- Excursions and incursions across all curriculum areas
- Annual celebrations and graduation dinners and events for students.

Co-curricular Activities

Co-curricular activities available 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, Queensland Opera, and farm animals
- Annual Fun Run
- Sports days in the local community.

The Social Worker, Youth Worker and Chaplain served 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
- Grief and Loss support
- 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 maximize learning outcomes. Options are both low- and high-tech: choice boards, cards, pictures, photograph and text cards, iPads, laptops, interactive screens, DVD players, adaptive devices including Go Talk, and eye gaze technology.

Social Climate

Overview

Darling Point Special School's social climate is characterized by an emphasis on life quality. The School emphasizes strategies and processes that maximize 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. Alignment with our School's shared values and social validity are the cornerstones of all programs, interactions, 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 2017 affirms the positive 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. Early phase classes utilize the *Kimochis* program to support social and emotional learning. The School has funded a specially qualified and experienced teacher during 2017 to differentiate the *Why Try?* and *Kimochis* programs and resources, and to expand teaching and learning resources to ensure that our School offers high quality, evidence-based learning experiences for all students, and ensures that all students are supported. 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	98%
teachers at this school motivate their child to learn* (S2007)	100%	100%	98%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	98%
student behaviour is well managed at this school* (S2012)	100%	100%	98%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

No students participated in the 2017 Student Opinion Survey.

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	97%	98%	100%
staff are well supported at their school (S2075)	94%	98%	100%
their school takes staff opinions seriously (S2076)	94%	95%	100%
their school looks for ways to improve (S2077)	97%	98%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	97%	98%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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: Class DoJo has been trialed by some teachers and families prior to whole-school implementation in 2018
- Engagement with all aspects of the Education Adjustment Program that works across professions to achieve verification of student disabilities in the categories of Autistic Spectrum Disorder, Hearing Impairment, Intellectual Disability, Physical Impairment and Vision impairment
- High level and skilled medical and emergency medical management and supports
- Membership of the School Council, Parents' and Citizens' Association, OSHC Management Committee, Local Consultative Committee for the Chaplaincy Service
- 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
- Information and development opportunities in a wide range of areas including the NDIS, Auslan, positive behavior support, parenting skills, epilepsy and seizure management, play and leisure activities
- 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*.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school's shared values and associated behaviour code form an integral basis for induction and orientation to the school. The overt link between the School's shared values and the staff and student code of behavior has proven to be a positive initiative. Details are available through the school's website and form integral parts of explicit teaching in all classes. Security protocols and staff training to implement these, together with the family nature of the School, enable and promote safety and awareness across the school. Any acts of intolerance and aggression are addressed, and students and family members are supported and trained to address issues in a conciliatory and positive frame. Incident reporting is used as a way for all members of the wider school community to advise school leaders of concerns and areas for improvement. The way all members of the school community typically interact positively and respectfully with each other is encouraging.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	3	1
Long Suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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
- Recycling learning resources and equipment across classes and years
- Using wherever possible, re-cycled paper products
- Recycling paper, cardboard, glass and aluminum
- Purchasing products that are the most energy-efficient options available e.g. refrigerators, washing machines
- 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
- Being aware of the dangers to marine life on our doorstep, of plastics including wrappers, drinking straws and bags
- Horticulture program growing vegetables, herbs and fruit for school use, and plants that enhance the environment, with compost production and worm farms
- Bio-technology programs that promote sustainability and eco-friendly activities
- Plans to purchase low-emission vehicles to replace existing vans as practicable and affordable.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	72,652	
2015-2016		607
2016-2017		1,277

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source, is available via the *My School* website at <http://www.myschool.edu.au/>. To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

School name	GO
Suburb, town or postcode	
Sector	
<input checked="" type="checkbox"/> Government	
<input checked="" type="checkbox"/> Not-government	
SEARCH	

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	57	<5
Full-time Equivalents	30	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	29
Graduate Diploma etc.**	8
Bachelor	63
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$76 475.72.

The major professional development initiatives are as follows:

- Agile thinking for leadership, creativity and innovation
- AUSLAN signing
- Bush therapy and outdoor education to promote social skills and wellbeing
- Chaplaincy processes and structures
- Creativity, Innovation and Collaboration
- Data – what constitutes useful data collection and transfer to teacher and leadership practice
- Disability specific pedagogies
- Education Law
- Equine therapy
- Functional behaviour analysis and non-linear multi-element programming and planning
- Health and Physical Education – swimming bronze medallion, Aust Swim, Kayaking
- Human resources management – recruitment and selection
- Industry experience for teachers of vocational education
- Leadership processes and practices
- Literacy
- Massage and aromatherapy for stress management and staff wellbeing
- Medical procedures
- National Disability Insurance Scheme

- Neuro-science micro-behaviours and knowledge for teaching and learning
- Numeracy
- Outside hours care licencing requirements
- Quality practice indicators for teaching across the areas of need within the school
- Sensory profiling for student program and lesson development
- Social and emotional programs
- Systems theory for school development
- Technology, software, digital efficiencies to enhance staff productivity and efficiencies
- Vocational Education and Training including Certificate IV in Training and Assessment
- Wellbeing for self and others – staff and students.

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	95%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	95%	87%

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

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

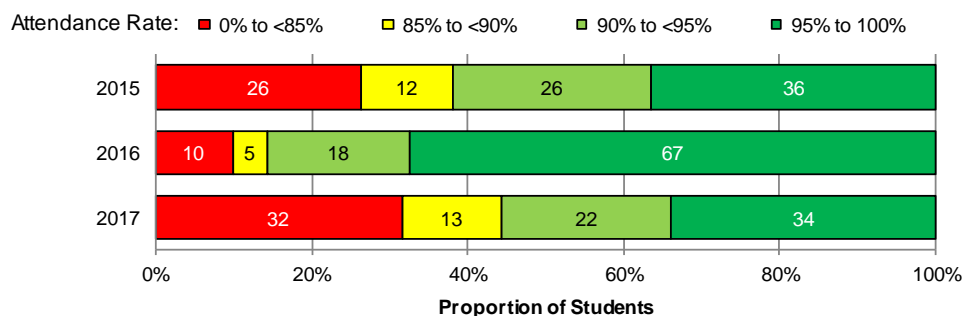
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	86%	88%	87%	82%	86%	73%	88%	91%	80%	85%	92%	91%
2016	95%	94%	95%	90%	94%	93%	99%	97%	96%	95%	94%	93%	99%
2017	82%	90%	85%	88%	89%	91%	84%	82%	84%	80%	92%	81%	89%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

- Parents/guardians/carers 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 electronically on OneSchool 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.
- If a student's non-attendance is unexplained, it is investigated by the school leadership team and action taken if absence is unexplained. In the case of a student in the care of the state being absent without explanation, the Department of Communities (Child Safety) Child Safety Officer is notified within an hour of the school day commencing and other action as necessary is taken.
- 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.
- 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. Particularly since the pilot of the Mobile Classroom initiative, adolescent students who previously had been reluctant to attend school or who had been disengaged in learning experiences have demonstrated significant improvements and their parents have expressed very high levels of enthusiasm for the program which continues in an enhanced form in 2018.
- Where needed, referrals are made to other agencies particularly the Department of Child Safety, Child Youth and Mental Health Services, Head Space and other agencies and professionals. Encouragement to participate in sports, games, special Olympics, youth groups and other social and leisure activities has resulted in improvements in student well-being and engagement, as well as attendance. 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.
- The student attendance data for the 2017 school year seems lower than the previous year because of serious factors mainly medical which impacted a small number of students. Social and mental health issues also impacted the attendance of a small number of students and despite concerted action and inter-agency involvement, considerable work is still required to assist these few students.

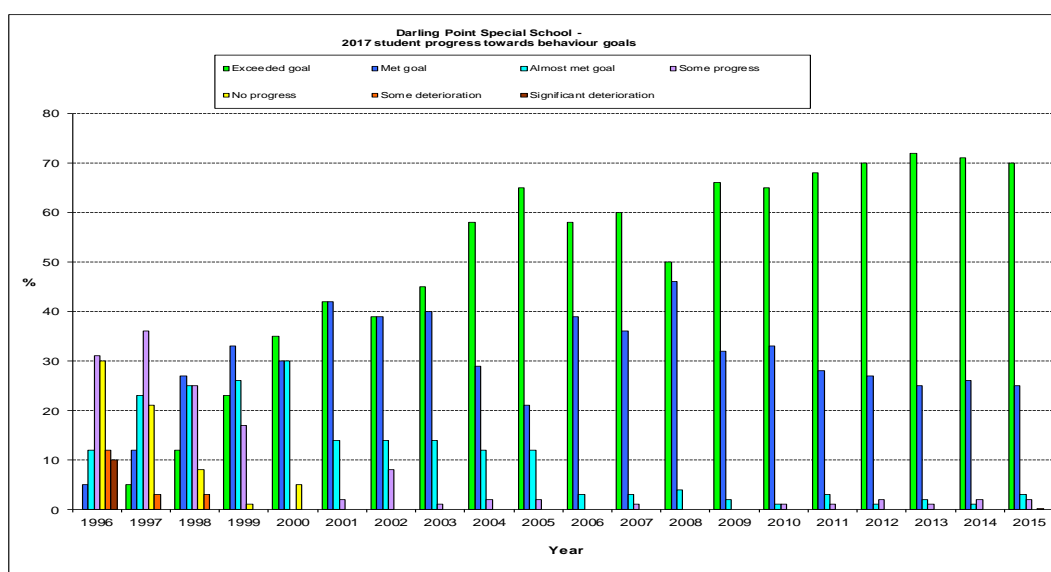
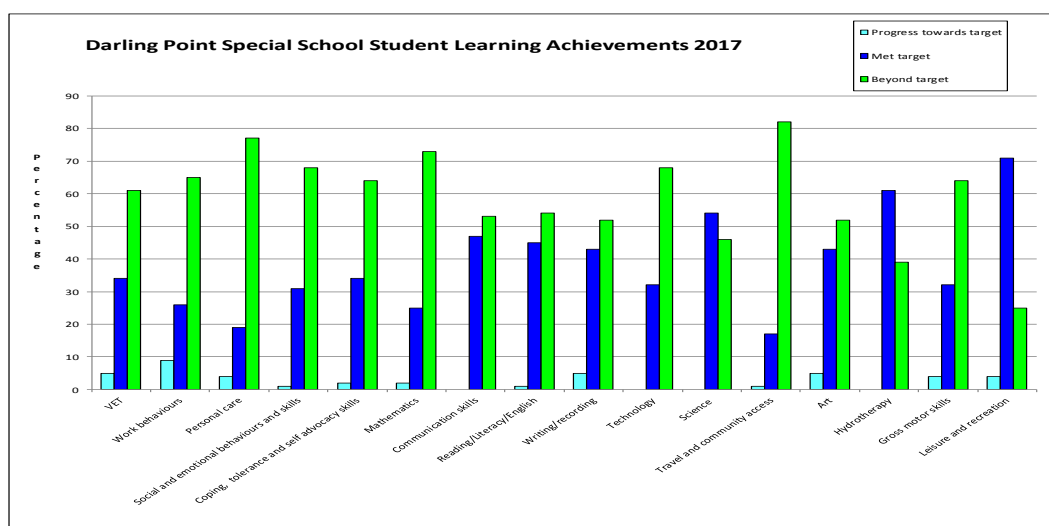
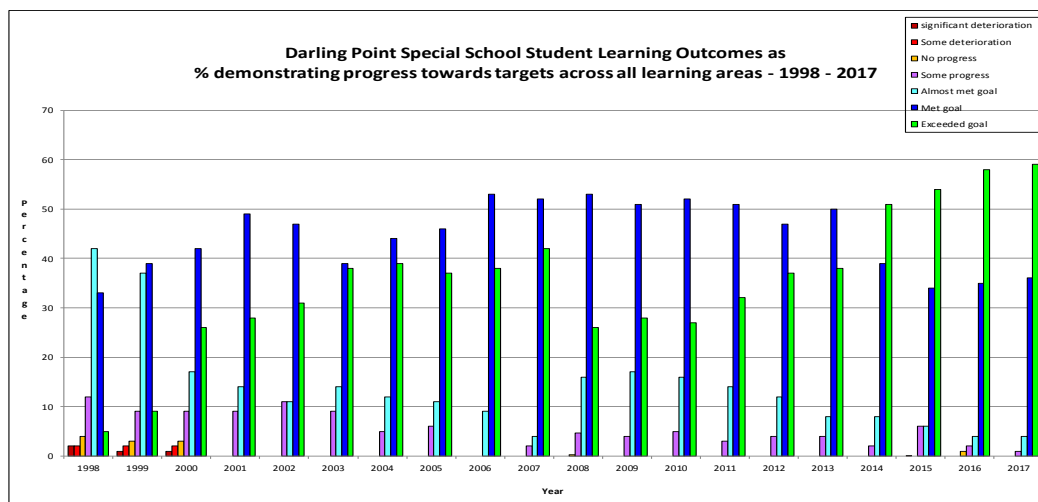
NAPLAN

Students at Darling Point Special School can be exempt from the NAPLAN testing program: writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. In 2017 all students' parents requested that their student be exempt. As a result, there are no NAPLAN results available for our students via the My School website at <http://www.myschool.edu.au/>.

STUDENT LEARNING ACHIEVEMENT AND PROGRESS

Student Learning Data

The following charts are provided to demonstrate the learning progress of the School's students over time, and in 2017 against curriculum areas, and to demonstrate the success for students of the School's positive behaviour support methodologies and emphasis on life quality and respectful relationships.



Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	15	7	15	
Number of students awarded a Queensland Certificate of Individual Achievement.	15	7	15	
Number of students receiving an Overall Position (OP)	0	0	0	
Percentage of Indigenous students receiving an Overall Position (OP)	0%		0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	5	2	6	
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%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.				
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	33%	29%	40%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.				

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	5	0	0
2016	2	0	0
2017	6	0	0

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

Students at Darling Point Special School are afforded the opportunity to progress to Certificate 1 qualifications in Vocational pathways, Hospitality, and Agri-Foods. Theory and practical learning experiences are offered, paired with work experience and work shadowing opportunities.

Apparent Retention Rate – Year 10 to Year 12

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

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

Student Destinations

Post-school destination information

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

The report will be available at:

<http://www.darlpoinsspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

During 2108, no student left school prior to completing year 12.

Conclusion

Darling Point Special School continues with a strong reputation across parents, students, staff and the wider educational and business community with strong values, family-orientation and a rich culture promoting learning progress and achievement. We pride ourselves in our strong knowledge and practice to provide the best possible learning experiences and outcomes for students with disabilities and to support families in their dedicated but sometimes challenging work to raise their children and young people for lives that truly matter and ones that make positive contributions to all who know them.



Darling Point Special School Values and Behaviour Code

Diligence: We do our best work

Resilience: We keep trying; we don't give up

Ethics: We do the right thing, even when no-one is looking

Audacity: We are brave

Mateship: We look after each other

