

Darling Point Special School

ANNUAL REPORT 2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Darling Point Special School has embedded shared values: **Diligence**, **Resilience**, **Ethics**, **Audacity**, **Mateship**: **DREAM**.

These underpin our School rules:

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 try new things

Mateship – we look after each other.

Darling Point Special School - a Queensland State Secondary Schools Showcase Winner in 2004 and 2016 - 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 included art with an annual art show, horticulture, hospitality including an on-campus coffee shop, music including performance elements, science, physical education and swimming, hydrotherapy, and ceramics. Positive behaviour support is embedded to maximise life quality through environmental and positive supports, skill development, and non-aversive 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.

Shared values promote our team ethic and achieve a culture that encourages agile thinking, innovation and creativity. Our intention continues to develop a team of educators whose strength is in evidence-based practices so that the development and implementation of programs for students from Prep to Year 12 is an effective lead indicator of quality outcomes for all of our students. During 2019, our School has progressed the development and implementation of authentic, contextual curriculum that focuses on students' strengths and interest whilst grappling with ways to reflect the Australian curriculum in relevant, appropriate ways towards student self-determination and life quality. Our work includes the Extended and General Capabilities along with disability-specific needs and strengths. Developmental programs include a wide range of augmentative and alternative communication options, life skills, play, leisure and recreation skills, and vocational education.

Programs where specialist curriculum teachers work within a co-teaching model with special education teachers include visual arts: painting, drawing and ceramics demonstrates at the annual art show; music culminating in the Darling Point 'Voice' festival annually; physical education: perceptual motor skills, cricket, Australian Rules, Rugby League, tennis, kayaking, sailability, and hydrotherapy; science lessons that teacher Australian Curriculum content and processes within authentic contexts and activities; and registered vocational educational courses in agri-foods including various gardening services, hospitality including an on-campus coffee shop, vocational pathways, active volunteering, and information digital media and technology.

Positive Behaviour Support (PBS) is embedded to maximise life quality and self-determination. PBS means that all students are provided with the environmental supports that they need including attention to achievable learning goals, setting targets so that students are neither bored nor frustrated. Sensory issues are accommodated and sensory strategies strive to even out hyper- and hypo- sensory profiles. Classes are structured so that students enjoy the instructional style that matches their needs and they can work with mutually supportive peers. PBS means that all students engage in programs that develop their knowledge and skills in developmental, age-appropriate ways, including development of communication and coping skills. PBS ensures individualised positive supports including reinforcement and personal needs being met. Critically, PBS means that when a behaviour challenge occurs, the intention is to achieve rapid, safe resolution of the situation but with complete absence of aversive and restrictive practices.

A range of strategies are in place to enhance life quality and well-being for students, their families, and school staff. These strategies include the active Darling Point Special School Parents' and Citizens' Association with parent support groups, their licenced Outside School Hours Care and Vacation Care Service, the DREAM Disability Support Service that is NDIS registered. The school well-being team with an enthusiastic chaplaincy service, transdisciplinary and inter-agency wrap-around programming and case management, and affirmation and care packages supports staff, students and families.

As an Independent Public School selected in the first round in 2011, and having been a Leading School in the previous Leading Schools Initiative from 1998, Darling Point Special School has a long-standing School Council with established quality governance processes to set strategic improvement agendas, advise on annual improvement priorities and monitor progress through data-informed conversations and the celebration tool developed by Council to guide interviews with staff, school leaders and families. Our focus at Darling Point Special School is 'Education for Living'. We emphasise strong connections amongst what goes on in classrooms, in the wider community, and our students' lives beyond school, doing our best to be realistic but with high expectations, to equip our graduates for a life of choice, not a life of chance.

Our school at a glance

School profile

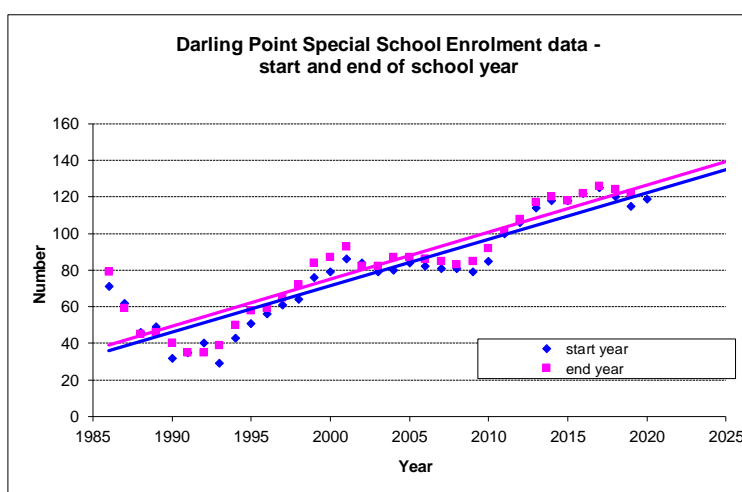
Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	125	122	115
Girls	39	38	42
Boys	86	84	73
Indigenous	12	17	13
Enrolment continuity (Feb. – Nov.)	90%	92%	91%



Graph 1: Darling Point Special School Student enrolments start and end school years 1986 – 2019.

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school

In 2019, there were no students enrolled in a pre-Prep program.

All students at Darling Point Special School gain enrolment because their learning is impacted by disabilities, specifically needs related to intellectual, physical, vision and hearing impairments, and/or autistic spectrum disorder, and needs for highly individualised educational programs, specialist supports, small class sizes, specialised equipment and resources, and particular supports to maximise learning and well-being.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	6.7	7.5	6.6
Year 4 – Year 6	7.3	6.5	6.8
Year 7 – Year 10	7.0	8.0	7.0
Year 11 – Year 12	7.3	8.0	7.0

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

The Curriculum priorities at Darling Point Special School are guided by individual student needs assessed by teachers and therapists, with parent and carer input, the Australian Curriculum, the Extended and General Capabilities, the Guide for Individual Learning (GIL), vocational course curriculum, and a functional consideration within the local context of knowledge and skills relevant to progress, achievement, self-determination and life quality for the students attending the school. A mix of explicit teaching and contextual teaching within the surrounding environment maximise participation, access, achievement and growth.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

The distinctive curriculum and co-curricular offerings at this school address the following areas:

- literacy
- AUSLAN as a language other than English
- adaptive and augmentative communication options including PECS, PODD, facilitated communication, apps including LAMP, and visual supports
- Mathematics and numeracy with a neuro-science emphasis for teaching
- Science particularly as related to daily living and the environment
- Health and Physical Education
- Active after school sports funded by the Australian Sports Commission and the Fun Run
- Visual Arts
- Music – performance, appreciation, drumming and dance
- Soft skills including self-determination and advocacy, citizenship and social skills
- The Social Emotional Educational and Knowledge (SEEK) Program
- Technologies including manual arts, information technologies, home economics, gardening
- Asian and Pacific Studies
- Life Skills including hygiene, self-care, home and yard maintenance, shopping, budgeting, community engagement and access
- Vocational education including Cert 1 in Vocational Pathways, Agri-foods, Hospitality, Active Volunteering, Information Digital Media and Technology
- Transition education through the STEP-UP to EMPLOYMENT program operating in the community for students in years 12 and 13
- The innovative mobile classroom initiative
- Community-based learning
- Excursions and incursions across all curriculum areas including Queensland Museum, petting farm and zoo, marine touch tank, African Salaka drumming, Opera Queensland, Queensland Ballet
- Annual celebrations, graduation dinners and events for students including Purple Day in partnership with Epilepsy Queensland Inc.
- National and State celebrations including Harmony Day, Anzac Day, Queensland Day, NAIDOC Week
- Fishing and prawning
- Leo Club
- Camps and trips
- Visiting performers.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Darling Point Special School students access a wide range of information and communication technologies to maximise learning outcomes and inclusion. Options are both low- and high-tech; choice boards, cards, pictures, photograph and text cards, iPads, laptops, interactive screens, DVD players and recorders, apps including ProLoquo-2-Go, adaptive devices including Go Talk, switch access and eye gaze technology.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Positive Behaviour Support informs our school's approach to behaviour support with strategies designed for individual support, success and life quality. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3 and 4 show selected items from the Parent/Caregiver and Staff School Opinion Surveys. Student Opinion Surveys were not completed by sufficient students to enable de-identified information and are not reported.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	98%	99%
• this is a good school (S2035)	100%	98%	100%
• their child likes being at this school* (S2001)	100%	100%	99%
• their child feels safe at this school* (S2002)	100%	100%	99%
• their child's learning needs are being met at this school* (S2003)	100%	96%	97%
• their child is making good progress at this school* (S2004)	100%	98%	99%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	98%	98%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	99%
• 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)	100%	100%	99%
• this school takes parents' opinions seriously* (S2011)	98%	98%	99%
• student behaviour is well managed at this school* (S2012)	98%	98%	97%
• this school looks for ways to improve* (S2013)	96%	98%	99%
• this school is well maintained* (S2014)	100%	100%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	100%	94%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	94%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	100%	98%	97%
• student behaviour is well managed at their school (S2074)	100%	98%	97%
• staff are well supported at their school (S2075)	100%	94%	97%
• their school takes staff opinions seriously (S2076)	100%	91%	97%
• their school looks for ways to improve (S2077)	100%	94%	100%
• their school is well maintained (S2078)	100%	96%	97%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

* 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

Our approach to engaging with parents and the community is aligned to the department's Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

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

- daily communication with teachers using the DoJo app, and with school leaders through mobile phone, email and Schoolzine communications
- face-to-face catch-ups and meetings
- involvement with all parts of the Education Adjustment Program that works across professions to verify student disabilities in the categories of Autistic Spectrum Disorder, Intellectual, Physical, Hearing and Physical Impairment
- high level and skilled medical and emergency management and supports
- membership of the P and C Association and School Council, OSHC Management Committee, DREAM Management Committee, and the Local Consultative Committee for our Chaplaincy Service
- participation in person-centred planning for their child at least twice per year
- participation to develop and endorse their child's individual curriculum plan and other support plans as applicable
- participation in wrap-around meetings and discussions about their child's needs e.g. behaviour, therapy, technologies, medical
- information and development opportunities in a wide range of areas including the NDIS, Auslan, positive behaviour support, parenting, epilepsy and seizure management, play and leisure activities
- involvement with a range of community events and activities including the Fun Run, Harmony Day, Musical, Wynnum Rugby League games at Koogari Oval, Brisbane Lions games at the Gabba, Wynnum Creek Clean-up days, Clean Up Australia events, DREAM cricket in partnership with Rotary International
- Iona student volunteer work
- enjoying the school's coffee shop, *Coffee on the Point*.

Respectful relationships education programs

Our school implements programs that focus on appropriate, respectful and healthy relationships whilst teaching knowledge and skills that are relevant for the students in the group.

The school's shared values and associated behaviour code form an integral basis for induction and orientation to the school for students, families and staff. The overt link between the School's shared values and the staff and student codes of behaviour have proven to be a positive initiative. Details are available through the School's website and form integral parts of explicit teaching in all classes.

Staff training, together with the family nature of the School, enable and promote safety and awareness across the School. Tolerance and kindness are promoted and impatience and aggression are addressed. 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 positive interactions and behaviour, as well as concerns and areas for improvement. The way all members of the School community typically interact positively and respectfully with each other is a strong point of affirmation for all.

Our School's wellbeing team serves the school community through engagement with staff and students, particularly in the areas of

- social and emotional supports
- spiritual supports
- mentoring and role modelling
- coaching
- community partnerships and development including the Hakka Dragon Boat Festival and other cross-cultural events
- educational supports
- extra-curricular supports
- promotional activities
- fund-raising
- grief and loss supports
- camps – middle and senior phases, and day camps across the school.

School disciplinary absences

Table 5: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	1	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Being a Positive Behaviour Support (PBS) School, Darling Point Special School does not use punishment or aversive consequences to address behaviour challenges. Functional behaviour analysis forms a significant part of work with students where there are challenging behaviours. There are only a few students who present with challenging behaviours, and many of these are new enrolments. Positive behaviour support techniques include antecedent controls, meeting sensory and communication needs, identifying and responding to precursor behaviours, positive supports, stimulus satiation, positive and negative reinforcement, support behaviour change. Non-aversive, non-restrictive emergency supports including active listening, stimulus change, capitulation and time in (not time out or containment or seclusion or other restrictive options) achieve safety for all and rapid resolution of problems when they occur. Students' non-linear multi-element support plans are informed by research and individual functional behaviour analysis.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 6: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	107,334	103,976	92,726
Water (kL)	1,277	866	851

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

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



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	56	<5
Full-time equivalents	31	33	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

The teaching staff at Darling Point Special School are well-qualified with 80% of teachers and school leaders holding at least under-graduate qualifications in special education and 100% of teachers holding undergraduate or post-graduate teaching qualifications. All school leaders hold special education qualifications at under-graduate or post-graduate level.

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

During 2019, all teachers and therapists and 92% of teacher aides engaged with professional development in addition to the mandated training and development requirements.

The School's professional development expenditure for 2019 was \$65 689.71.

Modes of development included on-line and face-to-face opportunities including workshops, seminars, and conferences, discussion groups, reading circles, mentoring and coaching.

Topics of development and training for staff at our school during 2019 included

- AUSLAN
- Autism teaching strategies
- Chaplaincy processes and structures
- Childhood trauma supports
- Communication options
- Education law
- Functional behaviour analysis including IABA short- and longitudinal training
- Health and physical education including bronze medallion training
- Industry experience for vocational education teachers
- Ipsative data collection and analysis
- Leadership
- Literacy teaching
- Medical procedures
- Multi-modal teaching
- Neuro-science
- Numeracy teaching
- Outside school hours care and NDIS licencing requirements
- Peer-to-peer coaching particularly the 5 minute coach framework
- Quality practice indicators for explicit teaching
- Schoolzine
- Sensory profiling
- Systems theory in action
- Technology updates and efficiencies
- Well-being for self and others.

Staff attendance and retention

Staff attendance

Table 8: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2019. Happy Staff!



Performance of our students

Key student outcomes

Developmental Writing Scale Data 2018-2019

Table 9: Student development writing scale data

	2018	2019
Low Samples	14 students	11 students
0-10%	0 students	0 students
11-20%	1 student	1 student
21-30%	29 students	39 students
31-40%	11 students	7 students
41-50%	11 students	7 students
51-60%	7 students	7 students
61-70%	2 students	8 students
71-80%	1 student	4 students
81-90%	2 students	2 students
91-100%	1 student	1 student

Student literacy data, 2017 - 2019

Table 10: Student literacy data

Level	2017	2018	2019
Emergent	40.34	32.52	49.13
Transitional	12.6	15.45	6.03
Conventional	47.06	52.03	44.82
PM or Oxford Benchmark Levels			
< Level 1	0	0	43.08
Levels 1-5	24.39	19.51	37.00
Levels 6-14	4.06	11.38	12.06
Levels 15-20	10.56	8.13	5.16
Levels 20 +	5.69	8.94	2.70

Students Communication Options 2018, 2019

Table 11: Student Communication Options by Level

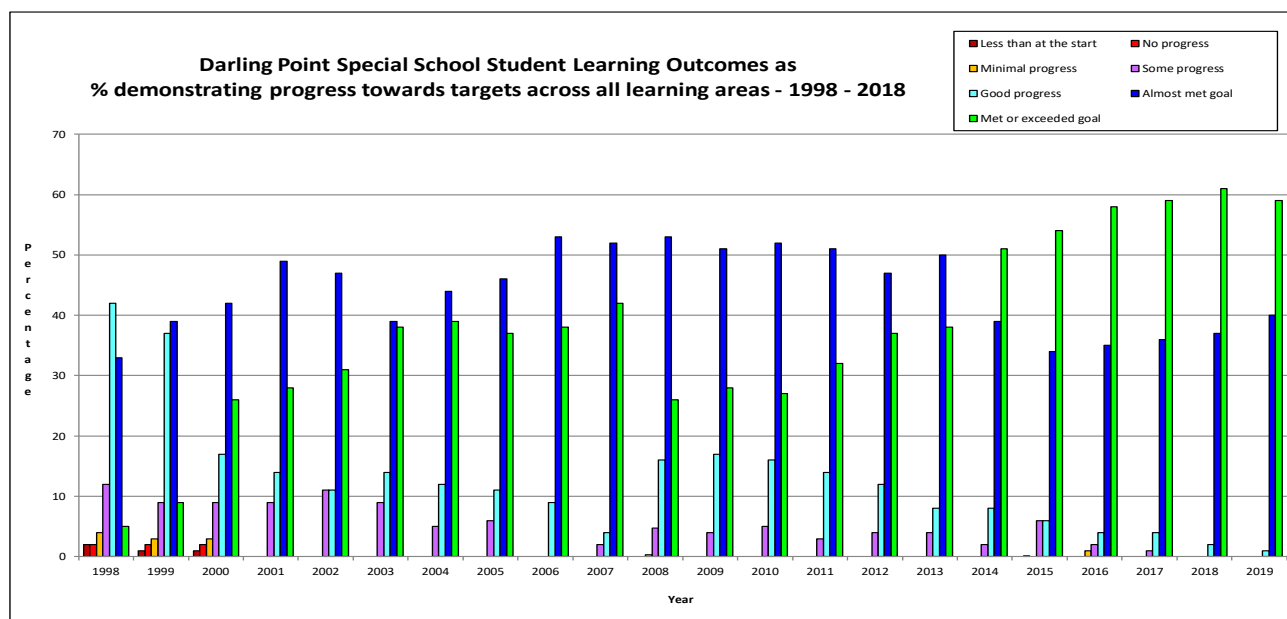
Level	Number of students 2018	Number of students 2019
Investigating	2	0
Emergent	22	31
Using AAC effectively	25	13
AUSLAN	na	5
Verbal Communicator	71	73

Literacy Continuum Data 2018 and 2019

Table 12: Student Literacy Continuum Data 2018 and 2019

		% READING TEXT	% COMPREHENSION	% Vocabulary Knowledge	% Aspects of Writing	% Aspects of Speaking	% Phonics	% Phoneme Awareness	% Concepts of Print
Cluster 1- Prior to School	2018	24.2	17.74	24.2	30.6	35.5	16.6	33.8	25.8
	2019	5.0	4.40	8.73%	5.94	9.90	4.08	13.33	9.75
Cluster 2-4, End of Prep	2018	75.81	61.3	54.8	59.6	56.4	66.1	50.0	75.8
	2019	74.50	71.69	71.85	78.21	70.29	68.38	77.79	69.51
Cluster 5-6 End of Yr. 1	2018	8.1	11.3	4.84	1.6	8.1	4.7	4.8	3.22
	2019	13.13	19.58	12.62	11.88	13.87	21.42	8.88	20.74
Cluster -7-8 End Yr. 2	2018	0	1.6	1.6	1.6	1.6	1.6	0	0
	2019	5.45	2.17	3.88	3.97	2.97	6.12	0	0
Cluster 9 End of Yr. 3	2018	0	0	0	0	0	0	0	0
	2019	0.96	1.08	2.92	0	1.98	0	0	0
Cluster 10 End of Yr. 4	2018	0	0	0	0	0	0	0	0
	2019	0.96	1.08	0	0	0.98	0	0	0

Students at Darling Point Special School during 2019 continued to respond positively to the teaching and support from teachers, therapists, teacher aides, chaplain, guidance officer and school leaders. The school has continued its work in the area of ipsative data whereby teachers track student achievement and progress against their individual learning goals and targets. Graph 2 shows the proportion of students from 1998 to 2019 who achieved their individual learning goals in the school year.

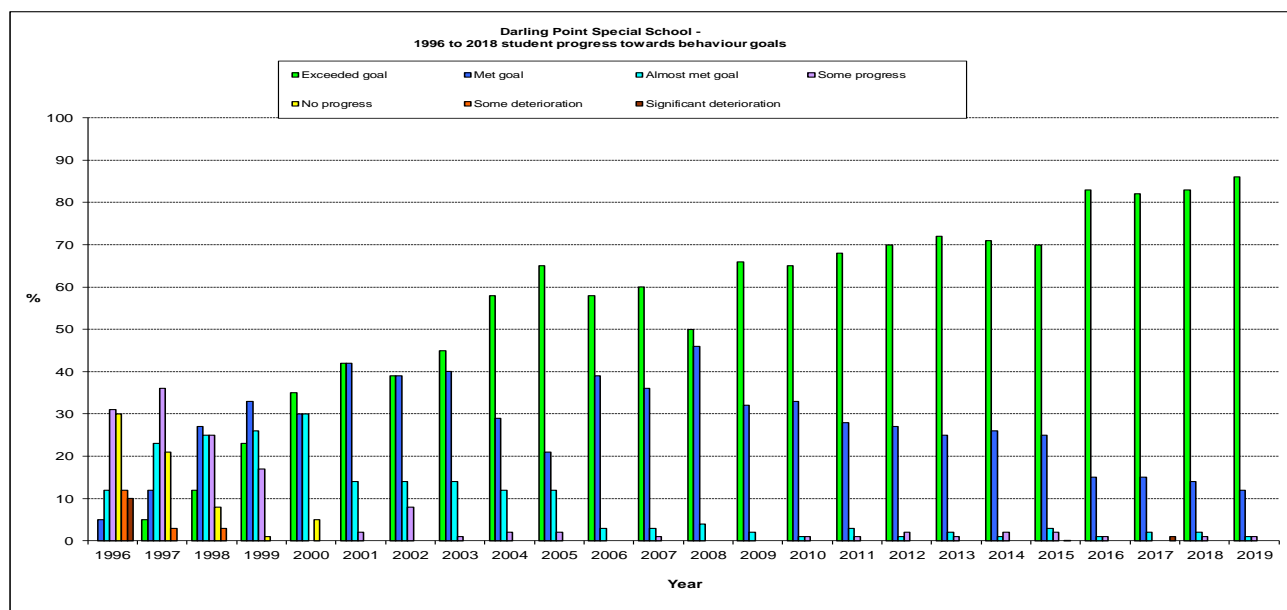


Graph 2: Student learning as % of students and extent of achievement of individual learning targets 1998 to 2019

Student Behaviour

Students with disabilities are often thought of as presenting complex and challenging behaviours. On analysis, these challenges typically relate to difficulties with communication and/or emotional regulation and/or sensory modulation and/or issues with tolerance and coping skills. At Darling Point Special School, we pride ourselves in implementing Positive Behaviour Support technologies with fidelity through class and individual student non-linear multi-element plans that encompass all the components of quality PBS. PBS was first initiated at this School through a research project in 1997 and adopted school-wide in 1998.

Graph 3 shows that students make good progress towards their behaviour goals. It is noteworthy that this School has, over many years, recorded significantly fewer work cover claims related to staff injury from behaviour issues than like schools. This is explained through the embedded absence of restrictive practices. At this school, behaviour is viewed as of secondary importance to life quality and self-determination resulting in students being afforded lessons and activities that interest them in positive contexts on campus and in the community. Communication and sensory needs, student choice and program relevance are important considerations. A complex picture but one that results in positive behaviours and reduced challenges.



Graph 3: % students with extent of achievement of individual behaviour goals 1998 - 2019

Student attendance

The overall student attendance rate in 2019 for all Queensland state Special schools was 86%.

Tables 13 and 14 show attendance rates at this school as percentages.

Table 13: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	87%	85%	86%
Attendance rate for Indigenous** students at this school	87%	86%	83%

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

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

Table 14: Average student attendance rates for each year level at this school

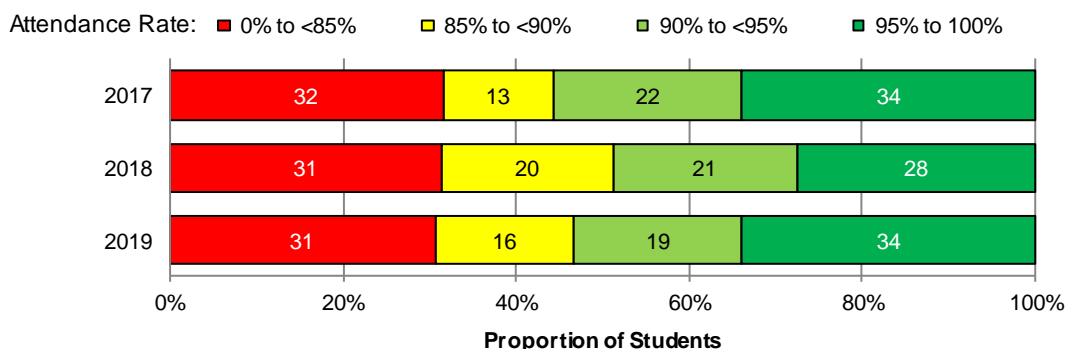
Year level	2017	2018	2019
Prep	82%	47%	89%
Year 1	90%	91%	81%
Year 2	85%	90%	93%
Year 3	88%	86%	89%
Year 4	89%	82%	86%
Year 5	91%	89%	85%
Year 6	84%	88%	91%

Year level	2017	2018	2019
Year 7	82%	80%	84%
Year 8	84%	80%	89%
Year 9	80%	83%	88%
Year 10	92%	73%	83%
Year 11	81%	87%	81%
Year 12	89%	88%	79%

Notes:

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

Student attendance distribution



Graph 4: Proportion of students by attendance rate

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Our School has embedded monitoring and support strategies including protocols for parents and guardians to advise student absence, staff welcoming all students at the start of each day, teacher daily communication with parents/carers via DoJo and other options, school leader investigation of student non-attendance, referrals to government agencies including the Department of Child Safety, Youth and Women, student rolls being reconciled at the start of each day and after home time, additional support programs, food and clothing parcels for families in need, assistance with accessing medical supports and referrals to mental health support options. Student attendance is typically no longer a problem having been remarkably supported through the mobile classroom initiative.

NAPLAN

The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9. Because students at this School work on individual learning and curriculum plans, and at the request of parents and guardians, no student undertook the NAPLAN tests in 2019 and as a result, not results are published.

Year 12 Outcomes

Tables 15–17 show for this school:

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

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

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

Table 15: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	15	6	5
Number of students awarded a QCIA	15	6	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%		
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		
Number of students awarded one or more VET qualifications (including SbAT)	6	1	2
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SbAT	0	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD			
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	40%	17%	40%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 05 February 2020
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

No student at this school worked towards an overall position score and as a result, no data on OP bands for this school in 2019 are reported.

Table 16: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	6	1	2
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 17: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	157%	317%	117%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	0%	0%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below. Schools work closely with a range of external agencies to support students who left school early.

During 2019, no student was an early school leaver. However, were a student from our school to be considering early leaving from school, various supports would be offered. These would include liaison by the Principal, Deputy Principals, Senior Phase teachers and Guidance Officer with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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

This school's report will be available at <https://darlingpointspecs.eq.edu.au>.

