



Darling Point Special School

School annual report

Queensland state school reporting

2020



Every student succeeding

State Schools Improvement Strategy

Department of Education



**Queensland
Government**

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School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Prep Year – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

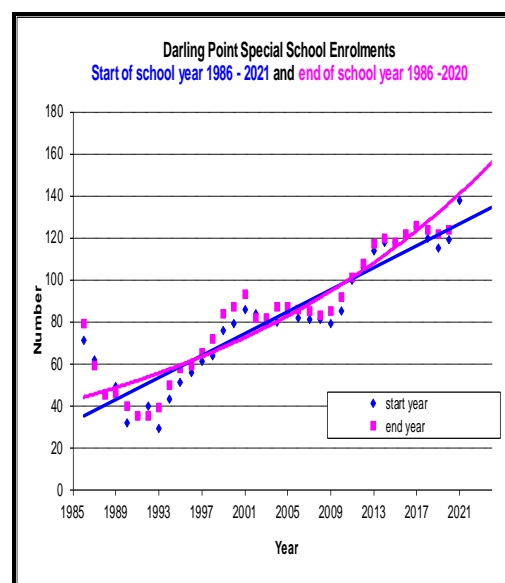
All students approved for enrolment at this school meet the Department of Education policy requirements for enrolment in a state special school. Details of enrolment criteria are available at [State special school enrolment \(additional requirements\) \(qed.qld.gov.au\)](#)

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	3	9	4	6	8	4
Year 1	6	4	10	6	4	9
Year 2	16	6	4	17	5	4
Year 3	11	18	8	13	18	8
Year 4	10	14	18	8	12	19
Year 5	11	8	13	11	9	13
Year 6	9	12	10	8	13	9
Year 7	8	10	13	7	10	13
Year 8	4	7	10	3	7	10
Year 9	7	5	8	8	5	8
Year 10	10	6	6	11	5	6
Year 11	6	13	7	6	13	6
Year 12	22	10	9	19	8	10
Total	123	122	120	123	117	119

Notes

1. Student counts include headcount of all full- and part-time students at the school.



Average class sizes

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

Official average class size data is not available for this school. However, the range of class sizes during 2020, based on student needs, is from one student per class to eight students per class, with one special education teacher and one or more teacher aides, dependent on student support requirements.

Parent, student, and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	98.1%	98.6%	
This is a good school.	98.1%	100.0%	
My child likes being at this school. ²	100.0%	98.6%	
My child feels safe at this school. ²	100.0%	98.6%	
My child's learning needs are being met at this school. ²	96.2%	97.3%	
My child is making good progress at this school. ²	98.1%	98.6%	
Teachers at this school expect my child to do his or her best. ²	98.1%	100.0%	
Teachers at this school provide my child with useful feedback about his or her schoolwork. ²	96.1%	100.0%	No data available owing to Covid-19
Teachers at this school motivate my child to learn. ²	98.1%	100.0%	
Teachers at this school treat students fairly. ²	100.0%	98.6%	
I can talk to my child's teachers about my concerns. ²	100.0%	100.0%	
This school works with me to support my child's learning. ²	100.0%	98.6%	
This school takes parents' opinions seriously. ²	98.1%	98.6%	
Student behaviour is well managed at this school. ²	98.1%	97.2%	
This school looks for ways to improve. ²	98.1%	98.6%	
This school is well maintained. ²	100.0%	97.3%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Survey data is not available for this school.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	97.0%	
I feel this school is a safe place in which to work.	95.7%	100.0%	
I receive useful feedback about my work at this school.	93.6%	96.9%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	94.1%	
Students are treated fairly at this school.	97.9%	97.0%	No data available owing to Covid-19
Student behaviour is well managed at this school.	97.9%	97.0%	
Staff are well supported at this school.	93.6%	96.9%	
This school takes staff opinions seriously.	91.5%	96.9%	
This school looks for ways to improve.	93.6%	100.0%	
This school is well maintained.	95.7%	97.0%	
This school gives me opportunities to do interesting things.	100.0%	93.9%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

2020 Pulse Survey

During 2020, owing to disruptions related to COVID-19, the usual school opinion surveys were not included in the Department of Education's performance monitoring processes. However, schools were afforded the opportunity to take part in a brief pulse survey that explored summary aspects including the way that schools had pivoted to accommodate student and staff needs during the unprecedented pandemic.

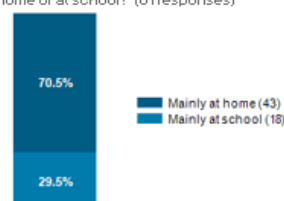
Parents and Carers Pulse Survey Responses

Following are the results of the pulse survey for Darling Point Special School in 2020.

Parents/Caregivers survey for Darling Point Special School

Parents/Caregivers were asked the following questions about learning arrangements during weeks 1 to 5 of Term 2:

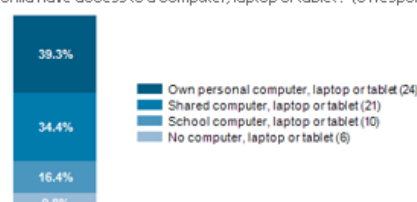
During weeks 1 to 5 of Term 2, did your eldest child attending this school mainly learn at home or at school? (61 responses)



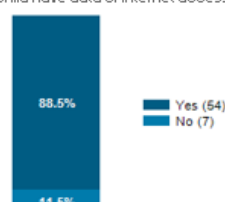
When learning from home, how did your child receive your learning materials? (61 responses)



Did your child have access to a computer, laptop or tablet? (61 responses)



Did your child have data or internet access? (61 responses)



Survey item	n	Total agreement
I received communication and instruction from the school and teachers.	61	96.7%
Teachers were available to support my child with their lessons.	61	95.1%
Resources provided by the school were useful for me and my child while learning from home.	59	94.9%
My child found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw	47	93.6%
My child found pre-recorded videos and lessons, including on television useful.	45	95.6%
My child found online textbooks, workbooks or worksheets useful.	43	90.7%
My child found paper based books, workbooks or worksheets useful.	53	96.2%
My child found online education websites and apps useful.	46	97.8%
My school provided me useful information on how my child will stay COVID safe while at school.	57	100.0%
My school provided me useful information on changes to usual school routines (e.g. changes to drop off/pick up points,	57	98.2%
My child was supported to return to school and continue their lessons.	57	98.2%

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	56	98.2%
My child feels safe at this school.	55	100.0%
My child's learning needs are being met at this school.	56	100.0%
My child is making good progress at this school.	56	100.0%
Teachers at this school expect my child to do his or her best.	56	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	54	100.0%
Teachers at this school motivate my child to learn.	55	100.0%
Teachers at this school treat students fairly.	56	100.0%
I can talk to my child's teachers about my concerns.	56	100.0%
This school works with me to support my child's learning.	56	98.2%
This school takes parents' opinions seriously.	56	96.4%
Student behaviour is well managed at this school.	54	100.0%
This school looks for ways to improve.	56	98.2%
This school is well maintained.	56	98.2%
This is a good school.	56	100.0%

Staff Pulse Survey Responses

Staff survey for Darling Point Special School

All staff were asked to think about the department's overall response to the COVID-19 pandemic this year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I felt supported in my role.	44	97.7%
I understood my roles and responsibilities.	44	97.7%
Communication from the department was clear and timely.	44	100.0%
I was informed about the impacts to my school.	44	100.0%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	44	100.0%
Resources were available to support my wellbeing.	44	100.0%
I knew how to access wellbeing support services.	44	100.0%
I had access to technology and resources required to do my job.	44	97.7%
I was able to carry out my role.	44	100.0%

Teaching staff were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
Support was available for student safety and wellbeing.	27	100.0%
Support was provided to ensure inclusive learning practices could be maintained.	27	100.0%
I found teaching using real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and	23	95.7%
I found teaching using pre-recorded videos and lessons, including on television useful.	21	90.5%
I found teaching using online textbooks, workbooks or worksheets useful.	20	85.0%
I found teaching using paper textbooks, workbooks or worksheets useful.	26	92.3%
I found teaching using online educational websites and apps useful.	25	96.0%
I found online learning platforms positively influenced students' engagement in lessons.	25	100.0%
I was confident conducting learning using online channels.	22	95.5%
I was confident supporting students to learn through online channels.	23	95.7%
I was confident preparing digital resources for students' learning from home.	24	95.8%
I was confident preparing paper-based resources for students' learning from home.	25	100.0%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at	25	100.0%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	25	100.0%
I was confident transitioning students from learning from home to classroom-based instruction.	26	96.2%

Teaching staff were asked to indicate which teaching methods they plan to use in the future:

Survey item	n	Total agreement
Real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw	26	80.8%
Pre-recorded videos and lessons, including on television	26	53.8%
Online textbooks, workbooks or worksheets	26	84.6%
Paper textbooks, workbooks or worksheets	26	92.3%
Online educational websites and apps	26	92.3%
None of the above	26	0.0%

All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	43	97.7%
This school looks for ways to improve.	43	100.0%
I have access to quality professional development.	43	97.7%
I can access necessary information and communication technologies to do my job at my school.	43	100.0%
The wellbeing of employees is a priority for my school.	43	100.0%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	43	97.7%
This is a good school.	43	100.0%

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.

Teachers, chaplain, guidance officer, administrative staff and school leaders all take key roles in maximise student attendance and supporting students and families as required. Where necessary, external agencies support the school.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	0	0	1
Long Suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	0	0	1

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

Positive behaviour support (PBS) is integrated into practice across the school. In accordance with the *Student Code of Conduct*, students presenting complex behaviour challenges are supported with an individual non-linear multi-element plan based on their functional behaviour analysis. Non-aversive, non-restrictive practices are used for emergency management. Students presenting behaviour challenges including safety risks to themselves and/or others are afforded a range of stimulus changes which may include the student having time away from the normal school program, learning in different settings or groups. Suspension is used to facilitate teacher time for collaboration with parents and other agencies, to prepare and achieve agreement of an improved support plan or other options for the student. The school designs individual behaviour support plans based on reliable and valid evidence and data. When these plans are implemented with fidelity and the student is appropriately supported through home, school and other agency mechanisms and relationships, suspension is rarely required.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) 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* to access the school's profile.

[View School Profile](#)

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Staff profile

Teacher standards and qualifications

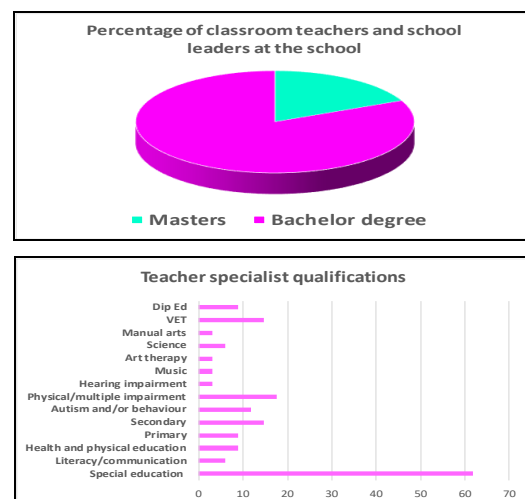
The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience or have otherwise met the requirements of the Australian Professional Standards for Teachers (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the Education (Queensland College of Teachers) Regulation 2005 (the Regulation).

The qualifications required for teacher registration are successful completion of either:

- a four-year initial teacher education program including teacher education studies of at least one year (e.g., Bachelor of Education or a double Bachelor's degree in Science and Teaching) or
- 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's degree) or
- 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 this following link:
<https://www.qct.edu.au/registration/qualifications>



Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	35	36	34	51	56	51	<5	<5	<5
FTE	30	31	29	31	33	32	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Staff allocations for student learning

All classes are allocated one special education teacher, and for classes of one to five students, one teacher aide. Classes with more than five students are allocated one special education teacher and at least two teacher aides.

All classes are supported with consultant physiotherapy, occupational therapy and speech language pathology time based on student prioritized need. A registered nurse provides consultant support for all students with medical and medication support needs.

Auslan language model (ALM) and educational interpreters (EIs) work with students who are deaf or hard of hearing in classes, playgrounds, and off-campus contexts to maximise access, participation, and achievement.

Disability-specific advisory teachers in the areas of hearing, vision, and physical needs work with teachers and students to maximise evidence-based pedagogies, resources and learning achievement and growth.

Curriculum specialist teachers in the areas of literacy, numeracy, visual arts, health and physical education, exercise physiology and perceptual motor development, music, neuro-science methodologies, home economics, science, and horticulture work with class teachers in a co-teaching model. Some students access manual arts specialist teaching. Senior phase students access vocational education certificate 1 courses in Vocational Pathways, Information Digital Media Technologies (IDMT), Volunteering, Agri-foods (Horticulture), and Hospitality with industry recognized teachers and courses.

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

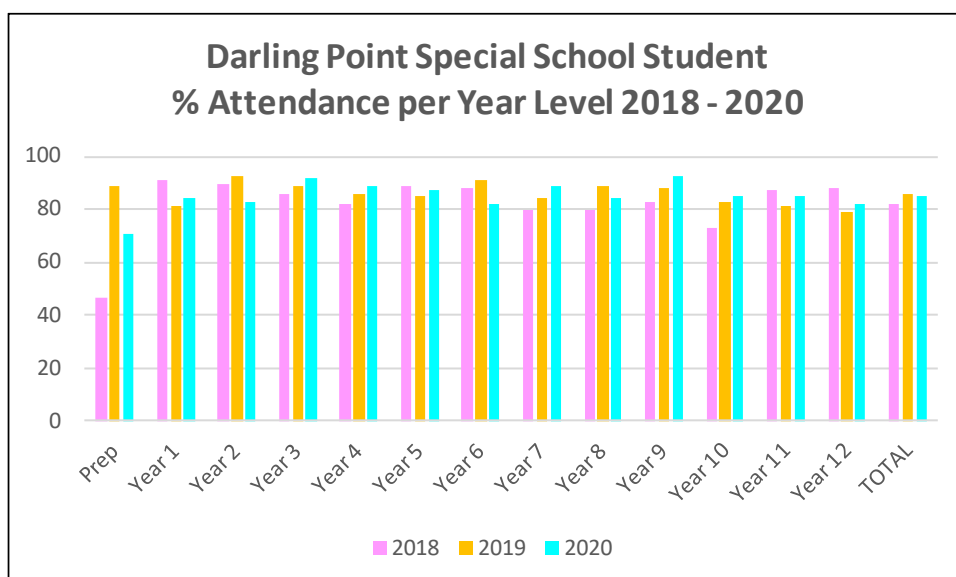
Description	2018	2019	2020
Overall attendance rate for students at this school	85%	86%	86%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days on which students attended and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates as % for each year level at this school

Year Level	2018	2019	2020
Prep	47	89	71
Year 1	91	81	84
Year 2	90	93	83
Year 3	86	89	92
Year 4	82	86	89
Year 5	89	85	87
Year 6	88	91	82
Year 7	80	84	89
Year 8	80	89	84
Year 9	83	88	93
Year 10	73	83	85
Year 11	87	81	85
Year 12	88	79	82
TOTAL	81.85	86	85.1



Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

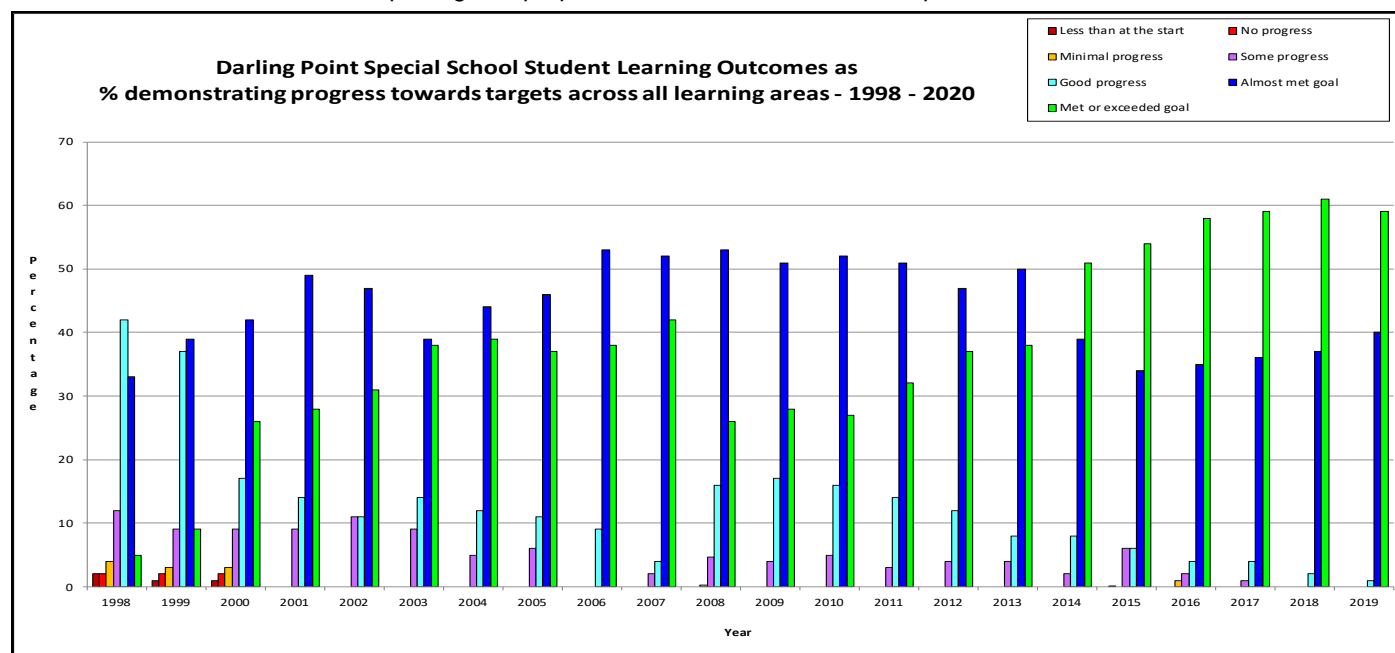
Student Learning

NAPLAN

All students in years 3, 5, 7, 9 at our School were exempt from the NAPLAN tests in 2020.

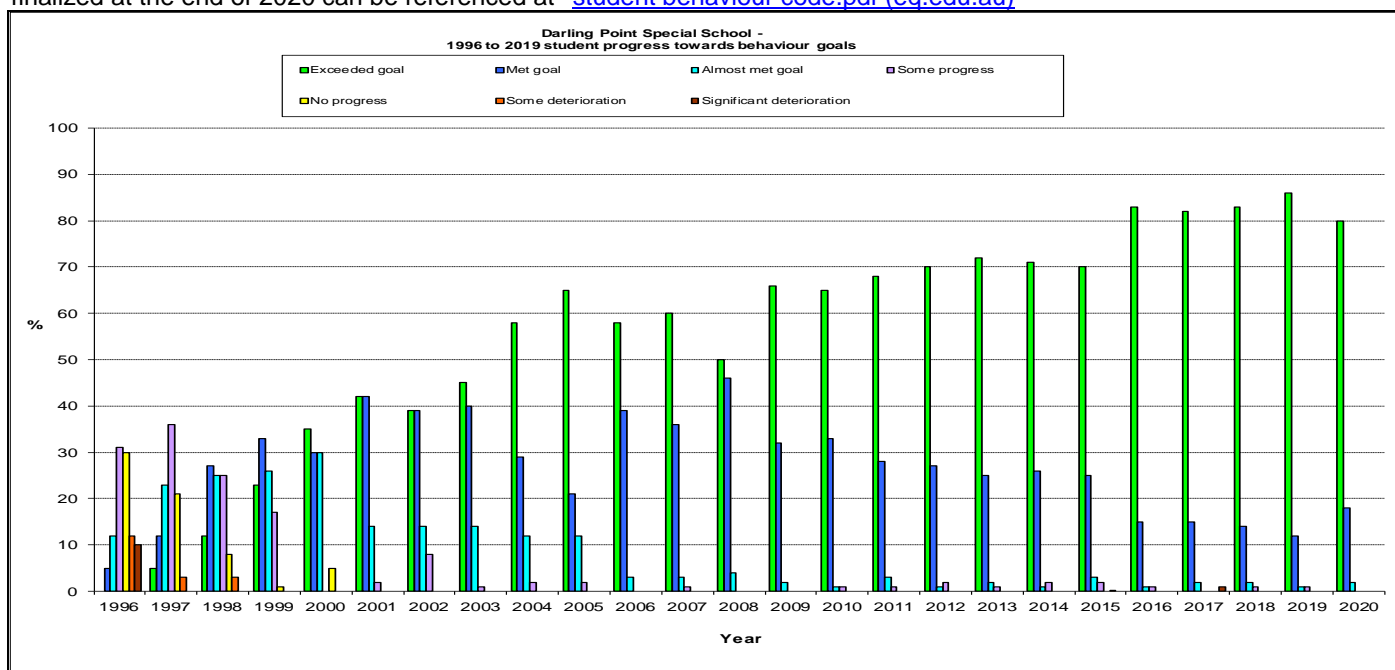
Aggregated student learning outcomes against ICP goals

All students learn towards individual curriculum goals with teaching extensively differentiated to accommodate student strengths, interests, and needs. Teachers use a variety of individualized methods to track student progress and confirm levels of achievement. This evidence is used to inform reporting and preparation of individual curriculum plans for each semester.



Aggregated student achievement of individual behaviour goals

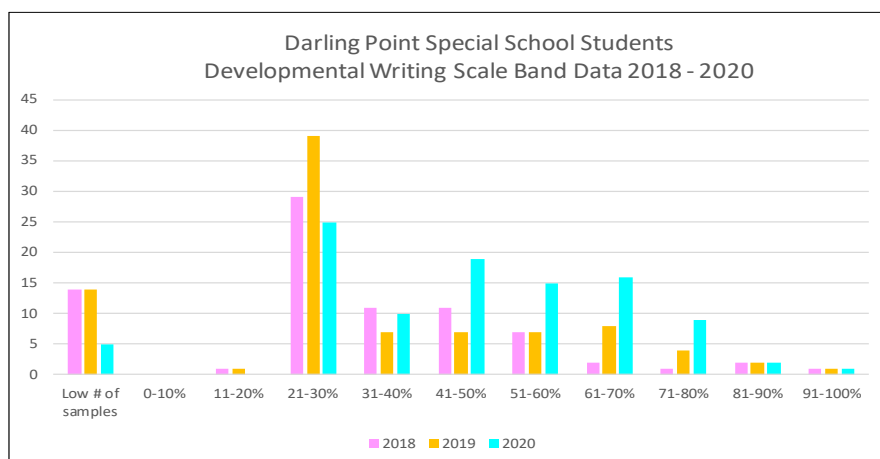
The school's Code of Student Behaviour outlines the school rules based on the school's shared values. Positive behaviour support methodologies are integrated in all aspects of school practice. Positive student behaviours, well-being and self-determination guide relationships, teaching, professional development priorities and school leaderships. The School's Student Code of Conduct, finalized at the end of 2020 can be referenced at [student behaviour code.pdf \(eq.edu.au\)](#)



Developmental Writing Scale Data 2018-2020

Table 10: Number of Students at each developmental writing scale band 2018, 2019, 2020

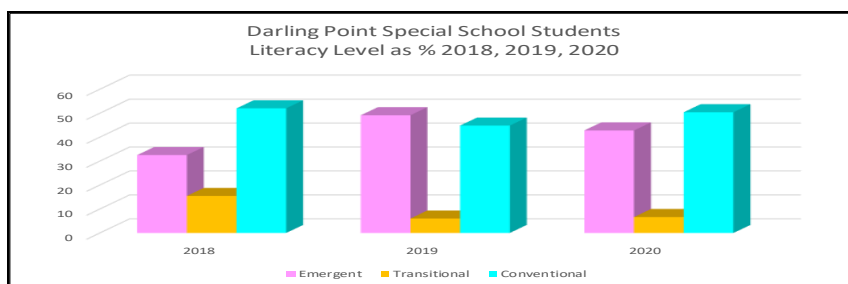
	2018	2019	2020
Low # samples	14	14	5
0-10%	0	0	0
11-20%	1	1	0
21-30%	29	39	25
31-40%	11	7	10
41-50%	11	7	19
51-60%	7	7	15
61-70%	2	8	16
71-80%	1	4	9
81-90%	2	2	2
91-100%	1	1	1



Literacy Level Data 2018-2020

Table 11: % of students at each literacy level: 2018, 2019, 2020

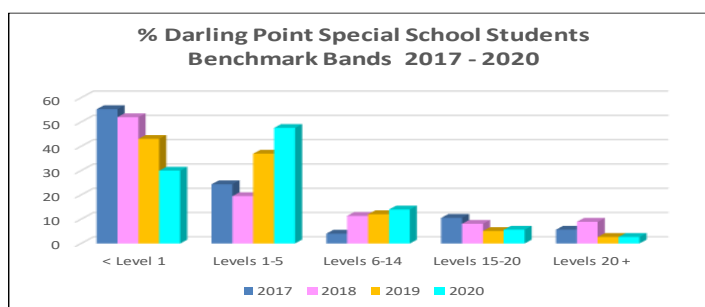
Level	2018	2019	2020
Emergent	32.52	49.13	42.8
Transitional	15.45	6.03	6.66
Conventional	52.03	44.82	50.4



Literacy Data 2018-2020 5 students at each PM or Oxford Benchmark Level

Table 12: % of Students at Benchmark bands: 2018, 2019, 2020

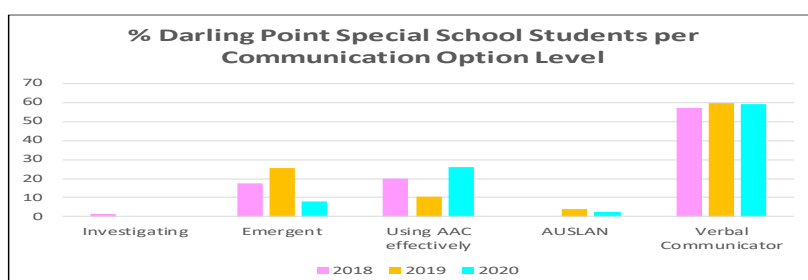
	2017	2018	2019	2020
< Level 1	55.3	52	43.08	30.00
Levels 1-5	24.39	19.51	37.00	47.60
Levels 6-14	4.06	11.38	12.06	14.00
Levels 15-20	10.56	8.13	5.16	5.70
Levels 20 +	5.69	8.94	2.70	2.70



Students Communication Options Data 2018-2020

Table 13: % of Students at each communication level 2018-2020

Level	2018	2019	2020
Investigating	1.61	0	0
Emergent	17.7	25.4	8.06
Using AAC effectively	21	10.7	28.2
AUSLAN	2.42	4.1	4.84
Verbal Communicator	57.3	59.8	58.9



Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Graduating students from this school achieve a Queensland Certificate of Individual Achievement (QCIA). [Queensland Certificate of Individual Achievement \(QCIA\) | Queensland Curriculum and Assessment Authority \(qcaa.qld.edu.au\)](#)

Year 12 outcomes information is also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) is available at www.aqf.edu.au.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	6	5	5
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	6	5	5
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	17%	40%	60%
Number of students awarded one or more VET qualifications (including SAT)	1	2	3
Number of students awarded a VET Certificate I	1	2	3

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

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

When needed, all schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaise with students who are at risk of becoming early school leavers, and their parents, providing a service 'beyond the school gate' to assist students considering leaving school early or early leavers, to make a successful transition to other educational path or employment.

During 2020, our School again had no early school leavers, with all students completing year 12.

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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

This school's report is available at [2020 Next Step School Report – Summary \(eq.edu.au\)](#)

Post-school destinations information is also available via the [My School](#) website.