



Darling Point Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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DREAM Cricket 2018



CALTEX Award 2018 Georgia Evans



Commonwealth Bank donation to our School



Mathematics in Action

## 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 is a Queensland State Secondary Schools Showcase Winner in 2004, an Apple Computers Excellence in Education Awardee, a joint Queensland State Schools Showase Leadership Winner in 2017, and the recipient of a Ministerial Collaboration and Innovation Research Grant in Neuroscience-based strategies for teaching mathematics to students with disabilities. Our aim is to maximise educational outcomes and life quality for students with disabilities. Two teachers have been awarded the National Excellence in Teaching Awards across time and the Principal and a number of teachers and therapists have been the recipients of the Epilepsy Queensland Inc. Educator of the Year Award.

Shared values aim to promote a team ethic and achieve a culture that encourages agile thinking, innovation and creativity. Our intention has always been 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 2018, our School made further progress towards authentic curriculum that focuses on students' strengths and interests whilst grappling with ways to reflect the Australian Curriculum, including the Extended and General Capabilities, and address disability-specific needs. 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 demonstrated 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 teach Australian Curriculum content within authentic contexts and activities; and registered vocational educational courses in agri-foods including a mobile gardening service established with funds from the Port of Brisbane in 2018, 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. 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 instructional style that matches their needs and work with peers who are mutually supportive. 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 are 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 Parent' and Citizens' Association with parent support groups, their licenced outside school hours and vacation care service, their recently formed DREAM Disability Support Management Committee to lead the initiation of their NDIS registered Disability Service. In addition, the school well-being team including an enthusiastic chaplaincy service, transdisciplinary and inter-agency wrap-around programming and case management, support staff, students and families across contexts.

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.

## School progress towards its goals in 2018

This Annual Report for Darling Point Special School documents the strategic and operational focus of the School during the 2018 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 activities and progress towards the targets set during the school's quadrennial strategic review in 2015 in the areas of Curriculum, Teaching and Resourcing, confirms achievements to the end of 2018, and describes 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 for and benefits from differentiated leadership, teaching and learning. This report gives insights into ways that the School team 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. Leaders, guidance officer, teachers, therapists, nurse, support staff, community liaison officer, and parent leaders work together for our students' benefit.

As Principal, I am pleased to commend the school's emphasis on shared values and evidence-based practices as the focus of work, along with the School's commitment to research into experimental approaches and new ideas. 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 that I continue to enjoy. I affirm the team for demonstrated unity of purpose, something 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 2018 annual implementation plan. Included also is information regarding the outlook for the School.

The School's improvement agenda for 2018 focussed on:

- Leadership through further exploration and embedding of systems theory into School processes, protocols and practices. Examples of progress and goals achieved include:
  - Revision of systems for distributing teaching staffing allocation to enable phase level and curriculum specialist teacher team time meetings weekly where school leaders can work alongside teachers
  - Recognition and use of systems theory principles to maximise shared and horizontal leadership
  - Improved delegation and monitoring to free up members of the leadership team to focus on curriculum and pedagogy in 2019
  - Novel ways to address issues and achieve efficiencies as well as progress new initiatives
  - Creative thinking options that led to novel learning options such as the school's mobile classroom and use of various community venues for context-based, authentic learning and teaching.
- Further work on quality practice indicators for special education teaching
  - Staff feedback about the School's quality practices tool informed the revision of the school's pedagogical framework in 2019 and provided acceptable and beneficial ways for teachers to use the tool
  - Peer-to-peer coaching that has long been embedded in the early phase is being expanded to other phases and amongst specialist curriculum teachers
  - Enhancement of teacher expertise in augmented communication, the 4-Blocks literacy model and writing
  - Staff changes related to retirement and extended family leave, and the related training and skills audit, revealed the need for formal training for several teachers and aides in communication options which has been achieved through on-campus and external activities, and in non-linear multi-element planning and functional behaviour analysis which is scheduled for July 2019
- Deep analysis of published hierarchical models of data analysis was undertaken, to better understand how data can guide our work (Rowley's DIKWE Hierarchy, 2007), and what would constitute a relevant and meaningful model of data use and a revised data plan for our School
  - Teachers, having experienced a range of data options, should be better informed to contribute to shared decision-making regarding data suites and publication methods for our School going forward.
  - The complexities of relevant, functional data suites across curriculum and functional knowledge and skills, the issues around small increments of progress and the necessity to track student progress against their own learning and not in comparison to others, makes for ongoing debate around moderation, allocation of ratings on students' reports, and agreement about which assessment tools apply for which students.
  - Greater data literacy skills and appreciation of the Rowley model has positioned school leaders and several teachers to be ready to work alongside colleagues to achieve stronger knowledge and use of data both as lead and lag indicators of success going forward.
  - The notion of lead and lag indicators within data analysis has provided us with considerable insights into different ways of data collection and analysis, particularly when the published literature affirms teaching methods as best practice indicators for learning progress with students with disabilities such that further work and publication of an agreed School Data Plan should be achieved during 2019.



## Future outlook

Guided by the School Improvement Tool and relevant literature, taking account of staff and parent/guardian input, school data, and local insights, reflecting on improvements made against the 2015-2019 Darling Point Special School Strategic Plan, and considering legislative and departmental requirements, the 2019 improvement plan addresses three key priorities:

1. data,
2. evidence-based practices and authentic curriculum, and
3. well-being.

By the end of 2019,

- we will implement consistent, efficient, precise, sufficient systems of big and small data collection and analysis so that students, families, teachers, teacher aides, therapists and school leaders have a clear perception of growth in student knowledge and skills, with the School's Data Plan revised and published to confirm data and evidence suites that enable clarity in the areas of both lead and lag indicators, as reliable and valid ways of tracking and reporting learning progress.
- each teacher will demonstrate a strong repertoire of quality, evidence-based practices that maximise student learning, showing links between the school's improvement agenda, their professional performance plans, the published literature, and their day-to-day work
- the school will have an embedded suite of evidence-based well-being systems and practices with a functioning and valued well-being team that has an agreed student referral process, case management and wrap-around methodologies, as well as a range of well-being initiatives for staff and students.

### Data Project success indicators for 2019:

- All student curriculum and learning plans include SMART goals linked to teaching interventions derived from quality practices, and reporting informed by evidence and big and small data.
- 100% senior phase students have Senior Education and Training (SET) and Queensland Certificate of Individual Achievement (QCIA) curriculum plans completed and parent and Principal endorsed.
- Improvements achieved in VET enrolments or if not, explained by eligibility criteria.
- Improvements in on-campus and off-campus work experience or if not, explained by interest, skill or safety criteria.
- 100% applicable students have parent, teacher and Principal endorsed:
  - individual health care plans implemented with fidelity.
  - class and/or individual non-linear multi-element support plans (NLMEP)
  - mental health plans.
- All students learn and communicate through preferred communication option/s with staff competent and confident in the range of options needed and all families engaged in skill development in applicable communication options to support their child at home and in community.
- All teachers and therapists use the agreed suite of 'big' data tools with data published to meet agreed assessment junctures.
- Student learning progress is tracked using goal attainment scales (GAS) and the agreed suite of assessment tools.
- All student learning data is moderated by teaching teams, with evidence informing reporting across the curriculum.
- School council identifies data and evidence suites for presentation by the Principal and leadership team at council meetings to further enhance governance and quality of advice; and designs and uses the Council celebration tool aligned to the 2019 priorities to gather insights and ideas from staff and school leaders regarding progress towards targets.

### Effective Practices Project success indicators for 2019:

- All staff complete professional performance plans aligned to school and departmental priorities and use to enhance their own practice, to inform the School's workforce and professional learning plan and to support mentoring and coaching initiatives as well as the 2019 revision of the School's Pedagogical Framework. The quality practice indicators tool – achievement and celebration log - is revised and universally adopted through revision of the school's pedagogical framework.
- All teachers demonstrate increased repertoire and confidence with evidence-based approaches to teach literacy, communication, and numeracy, including the use of neuro-science based strategies, across the curriculum, through a range of strategies including the key teachers, literacy and numeracy, and the speech language pathologist, and leadership by the deputy principal, teaching and learning.
- More staff are comfortable engaging with agile thinking and supported risk taking to benefit student learning and wellbeing by coming up with novel ideas to test, pilot and upscale as applicable.

- All phase teams including specialist teachers engage in allocated team-time meetings and demonstrate collaborative work e.g. peer-to-peer coaching, support, modelling, work shadowing, wrap-around case management, and shared risk assessment and management.
- Revision of the School Curriculum Framework includes ACARA alignment and localised contextualising, reflection based on the ABLES curriculum trial and other options, towards collaborative decision-making regarding curriculum framework revision for 2020.
- Pedagogies and programs are embedded through the revised School's pedagogical framework emphasising:
  - balanced literacy including student-centred communication options,
  - authentic learning options including discrete trial training and other evidence-based approaches,
  - student-centred planning, learning and teaching,
  - explicit teaching, contextual learning, gentle teaching and other needs-based pedagogies used with fidelity; examples showcased and published,
  - well-being framework enacted with fidelity,
  - camps accessed by all interested students,
  - students access the mobile classroom on a needs-basis and data confirms benefits.
  - 100% students access music, art, ceramics programs, science, and hydrotherapy or swimming

#### **Well-being project success indicators for 2019:**

- Expanded well-being and social learning programs and supports enacted across the school for staff and students.
- Expertise and commitment of well-being team members facilitated to expand and enact programs, supports and systems as needed including fun and social options, fit-for-the-job priorities, and other evidence-based strategies to continually enhance staff well-being, morale and life quality in the job and outside of it.
- Range of activities support enhanced mutual respect, trust and team work within and across phases and roles.
- Risk assessment systems and processes revised to enhance rigour, compliance with fidelity, and efficiencies.
- Team discussions achieve efficiencies and rigour in meeting mandates whilst addressing stress and time issues.
- Range of effective ways of working enhance targets and well-being.
- All learning phase teams including specialist teachers engage in allocated team-time meetings and demonstrate collaborative work e.g. peer-to-peer coaching, support, modelling, work shadowing, wrap-around case management, and shared risk assessment and management.
- All teachers use functional analysis findings to inform individual non-linear multi-element plans (NLMEPs) as indicated by student need, include all MEP components.
- All teachers and school staff clearly informed of all class NLMEPs endorsed by the Principal.
- NLMEPs implemented with fidelity across contexts to ensure
  - support of student behaviour.
  - continued absence of restrictive practices.
  - frequency and severity of incidents maintained at current acceptable levels or further reduced.
  - student complex behaviour incidents decrease aligned to consistent MEP implementation.
- Continue and document examples of mutual support systems.
- Manage shortcomings for mutual benefit, recognising responsibilities within roles.
- Revise and publish Code of Student Behaviour according to Departmental timelines.
- Staff well-being data maintained or improved.
- Facilities management plan in partnership with Central Office and Metropolitan Region achieve clear strategic direction for expanded space and enhanced and renewed facilities.
- Student medical issues: well-supported and emergency rescue plans always implemented with fidelity and ambulance callouts achieve positive outcomes.
- Individual resourcing allocation to high needs students through regional and school supports achieve learning and safety outcomes.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 12
<b>Student enrolments</b>	122

**Table 1: Student enrolments at this school**

Enrolment category	2016	2017	2018
Total	124	125	122
Girls	42	39	38
Boys	82	86	84
Indigenous	9	12	17
Enrolment continuity (Feb. – Nov.)	91%	90%	92%

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 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

##### Cultural, social and economic opportunities for the School

Students enrolled during 2018 represented a wide variety of cultural heritage including Australian Aboriginal, Chinese, Fijian, Filipino, German, Greek, Hungarian, Indian, Irish, Italian, Kenyan, Macedonian, Malaysian, Maori, Polynesian, 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 various ways. It is noted that societal and employment pressures, together with the stresses of raising a child with a disability, impact on the extent that family members 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 community liaison officer, 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 National Disability Insurance Scheme roll-out were highly valued.

The School received substantial and consistent support from various community and business organizations including Barton's Hyundai 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 2018 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 2019. The service will retain child care registration to support those families not able to include its services within their child's NDIS plan. During 2018, the Darling Point P and C Association confirmed its plans to progress the operation of DREAM Disability Support and gained NDIS registration in some services areas. Early in 2019, the P and C Association achieved Department of Communities registration for NDIS approved service in additional areas to a total of ten.

#### 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

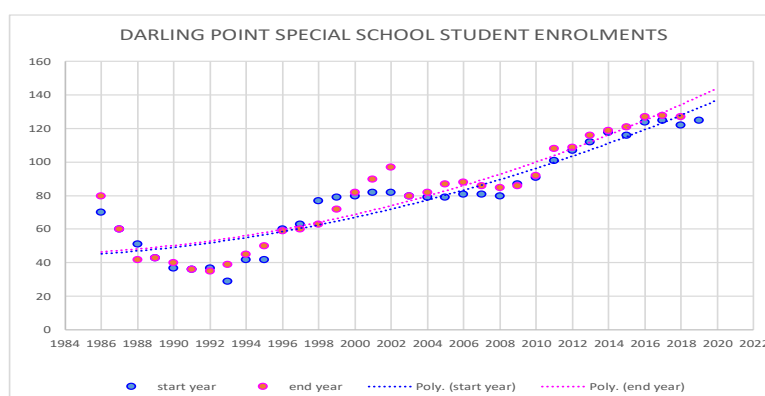
**Table 2: Average class size information for each phase of schooling**

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

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.

#### **Average Class Sizes and School Enrolment trends**

Graph 1 shows student enrolment at the School from 1986 to 2017.



Graph 1: Darling Point Special School Student enrolments at start and end of year 1984 - 2018

## Curriculum delivery

### Our approach to curriculum delivery

Curriculum delivery at Darling Point Special School is guided by two critical elements – the Australian Curriculum and 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 and life quality for the students attending the school.



## **Our distinctive curriculum offerings**

The school's curriculum framework addresses the following areas:

- English including literacy and communication options – augmentative and adaptive communication, PECS, PODD, facilitated communication, AUSLAN, apps including Proloquo-2-Go, visual supports
- Mathematics with a focus on numeracy, and since 2016 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, tennis, cricket, kayaking, rugby league, Australian rules,
- Visual arts and art therapy including annual art festival
- Music – performance, music appreciation, drumming and dance
- Modern skills including self-determination and advocacy, citizenship and social skills, 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 including Harmony Day and NAIDOC
- Life Skills programs - hygiene and self-care, home and yard management, shopping, cooking, budgeting, community access
- Vocational education – Certificates 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
- Further work to embed the Mobile Classroom initiative
- Camps, trips and community-based learning including Active After School Sports and 41<sup>st</sup> Annual Fun Run
- Excursions and incursions across all curriculum areas including Queensland Museum, petting zoo, marine animals, African Salaka drumming,
- Annual celebrations and graduation dinners and events for students including Purple Day to raise funds for Epilepsy Support,

## **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 Well-being team 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 partnerships and development including the Hakka Dragon Boat festival – bronze medal team
- Educational support
- Extra-curricular activities
- Promotional activities and fund-raising
- Grief and loss support
- Camps – middle and senior phases, and day camps across the school.

## **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, switch access 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 2018 affirms the positive climate at Darling Point Special School and the extent of parent satisfaction.

### Parent, student and staff satisfaction

Tables 3 and 4 show selected items from the Parent/Caregiver and Staff School Opinion Surveys.

**Table 3: Parent opinion survey**

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	98%
• this is a good school (S2035)	100%	100%	98%
• 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%	96%
• their child is making good progress at this school* (S2004)	100%	100%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	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)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	98%	98%
• student behaviour is well managed at this school* (S2012)	100%	98%	98%
• this school looks for ways to improve* (S2013)	100%	96%	98%
• this school is well maintained* (S2014)	100%	100%	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.

The student opinion survey was again not completed in 2018 and as such no data is available.

**Table 4: Staff opinion survey**

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	95%	100%	94%
• 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)	100%	100%	98%
• students are treated fairly at their school (S2073)	100%	100%	98%
• student behaviour is well managed at their school (S2074)	98%	100%	98%
• staff are well supported at their school (S2075)	98%	100%	94%
• their school takes staff opinions seriously (S2076)	95%	100%	91%
• their school looks for ways to improve (S2077)	98%	100%	94%
• their school is well maintained (S2078)	98%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	98%	100%	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 learning adjustments provided, as well as medical and behaviour support requirements for the day: Class DoJo has been used by all teachers and almost all families in 2018 and has received very positive reviews.
- 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-centred 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 behaviour 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
- Involvement by parents, extended family members, students, and staff with a range of community events including Wynnum Seagulls Rugby League games at Koogari Oval, Wynnum Creek Clean-up days, and Clean Up Australia Day events, DREAM Cricket in partnership with Rotary International
- Iona student volunteer work
- Patronizing the school's coffee shop, *Coffee on the Point*.

## Respectful relationships education programs

The school implements 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 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.

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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	1	0
Long suspensions – 11 to 20 days	1	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.

## Environmental footprint

### Reducing this 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 wellbeing and productivity
- Recycling learning resources and equipment across classes and years
- Using wherever possible, re-cycled paper products
- Recycling paper, cardboard, glass and aluminium
- 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.

The School's concerted efforts to reduce water usage in 2017-2018 compared to the hike in usage in 2016-2017 has paid off. The levels are not back to the 2015-2016 levels but are explained by increased gardening initiatives and inefficiencies in water re-cycling efforts.

Table 6: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)	607	1,277	866

Note: Consumption data is compiled from sources including ERM, Ergon 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.

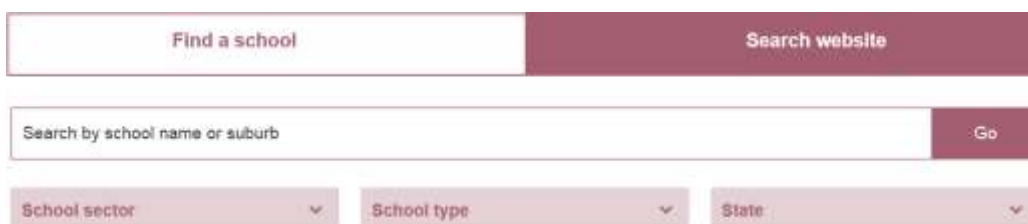
## School funding

### 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 at.

#### 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.



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



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



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	35	51	<5
Full-time equivalents	30	31	<5

\*Teaching staff includes School Leaders.

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



## Qualification of all teachers

Table 8: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	7	
Graduate Diploma etc.*	3	
Bachelor degree	32	
Diploma	0	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$82 336.00

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

The major professional development initiatives are as follows:

- AUSLAN signing
- Autism teaching strategies
- Bush and adventure therapy and outdoor education to promote social skills and wellbeing
- Ceramics teaching
- Chaplaincy processes and structures
- Childhood trauma
- Communication options
- Creativity, Innovation and Collaboration
- Data – what constitutes useful data collection and transfer to teacher and leadership practice
- Disability specific pedagogies including genetics and teaching
- Education Law
- 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 and vocational education and training including Certificate IV in Training and Assessment
- Leadership processes and practices
- Library management
- Literacy
- Massage and aromatherapy for stress management and staff wellbeing
- Medical procedures – Midazolam administration and seizure management, anaphylaxis management, asthma management, first aid and CPR
- Multi-modal teaching
- National Disability Insurance Scheme
- Numeracy
- Outside hours care licencing requirements
- Peer-to-peer coaching and mentoring
- Philanthropy and grant writing
- Quality practice indicators for teaching across the areas of need within the school
- Schoolzine
- Sensory profiling for student program and lesson development including zones of regulation
- Social and emotional programs
- Systems theory for school and leadership development
- Technology, software, digital efficiencies to enhance staff productivity and efficiencies
- Wellbeing for self and others – staff and students.

## Staff attendance and retention

### Staff attendance

Table 9: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 10: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	87%	85%
Attendance rate for Indigenous** students at this school	95%	87%	86%

\* 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 11: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	82%	47%
Year 1	94%	90%	91%
Year 2	95%	85%	90%
Year 3	90%	88%	86%
Year 4	94%	89%	82%
Year 5	93%	91%	89%
Year 6	99%	84%	88%

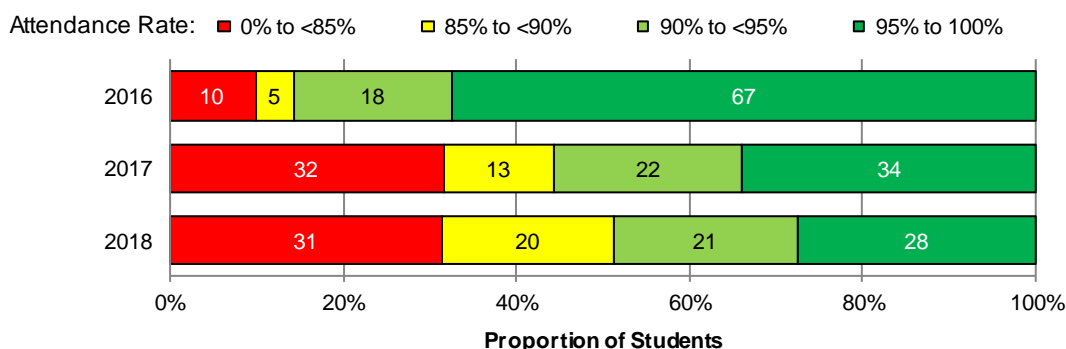
Year level	2016	2017	2018
Year 7	97%	82%	80%
Year 8	96%	84%	80%
Year 9	95%	80%	83%
Year 10	94%	92%	73%
Year 11	93%	81%	87%
Year 12	99%	89%	88%

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 2: 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.

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.

## Student Learning

### NAPLAN

As has occurred in recent years, all students at Darling Point Special School in Years 3, 5, 7, 9 were exempt from taking the NAPLAN tests and as such no results are available. Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School report](#).

### Year 12 Outcomes

Tables 13–15 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 12: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Senior Education and Training Plan with Path Process completed			100%
Number of students who received a Senior Statement	7	15	6
Number of students awarded a QCIA	7	15	6
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%	
Percentage of students enrolled in one or more VET courses Year 10			56%
Percentage of students enrolled in one or more VET courses Year 11			67%
Percentage of students enrolled in one or more VET courses Year 12			25%
Percentage of students undertaking work experience on campus Year 10			60%
Percentage of students undertaking work experience on campus Year 11			67%
Percentage of students undertaking work experience on campus Year 12			67%
Percentage of students undertaking work experience off campus Year 10			40%
Percentage of students undertaking work experience off campus Year 11			67%
Percentage of students undertaking work experience off campus Year 12			83%
Number of students awarded one or more VET qualifications (including SAT)	2	6	1
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	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 SAT or were awarded one or more of the following: QCE, IBD, VET qualification	29%	40%	17%
Percentage of QTAC applicants who received a tertiary offer.	0	0	0

Notes:

- The values above:
  - are as at 11 February 2019
  - 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.

Table 13: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 14: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	2	6	1
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

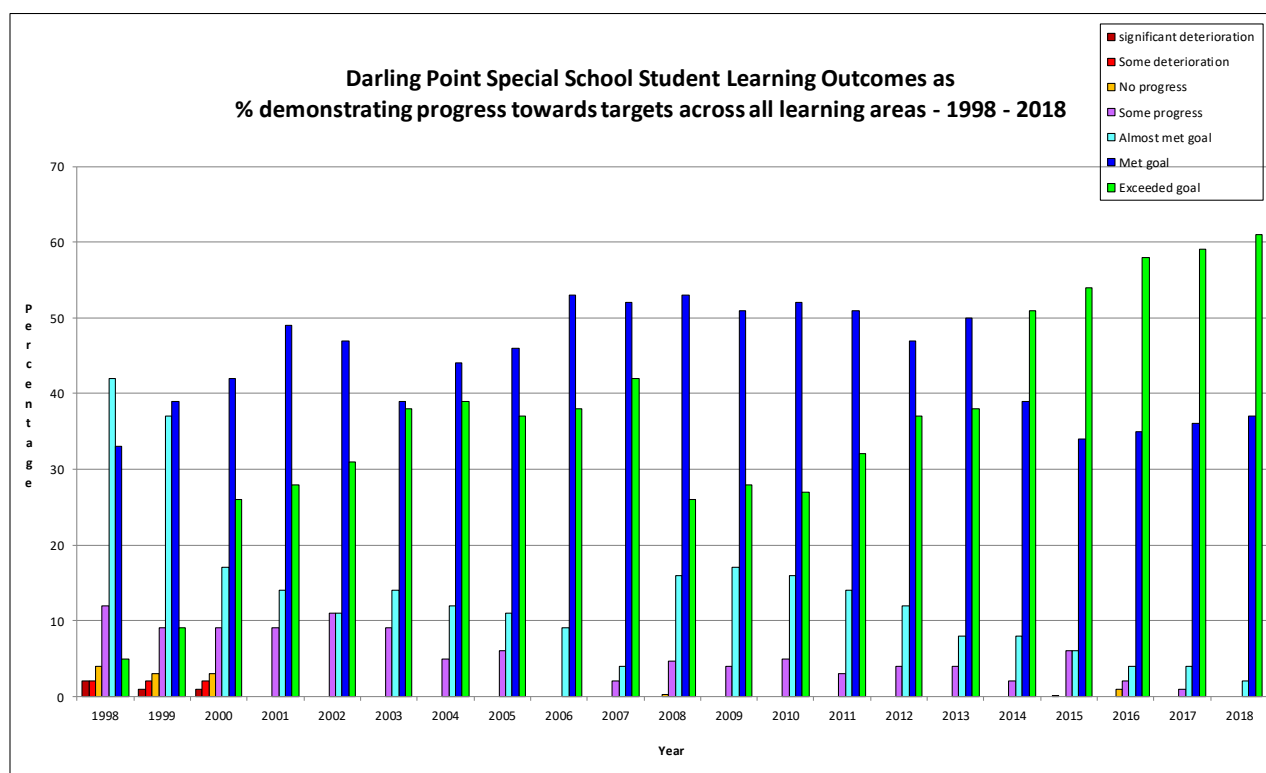
The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Student Learning Achievement

At Darling Point Special School, teachers and therapists have a greater interest in each student's individual progress against the goals and targets that are set for the semester and year within their individual curriculum and learning plans. Various methods have been used over time but during 2018, an increasing number of teachers expressed the desire to return to goal attainment scaling as the primary method of tracking student progress. In addition, students are assessed on standardised measures in communication and literacy, with a suite of assessment tools being available so that teachers and therapists can choose the tool most likely to provide a comprehensive measure of each student's learning progress, strengths and needs. In communication, the two most preferred tools are the Communication Matrix and First Steps.

Graph 3 shows that the percentage of students achieving or exceeding their annual goals continues to be high. This data was obtained by aggregating the data provided by teachers when preparing student reports at the end of the school year.





## Diagnostic tools used

At Darling Point Special School, as part of the 2018 Improvement agenda, teachers, therapists and school leaders, explored a wide range of assessment tools to determine which ones will provide benefit to learning for students going forward. Our concern is on the one hand, to ensure that adequate and appropriate data is gathered for individual students to promote learning and support effective teaching, whilst on the other hand, making sure that the quantum and type of data gathered does not overpower teachers and take away from learning time. The following instruments were tested and considered to inform the School's Data Plan revision in 2019. The tools were:

- developmental writing scale
- PM reading benchmarks
- Oxford reading benchmarks
- Emergent literacy battery test
- Basic reading inventory
- Accessible literacy learning
- Early reading screening instrument
- Waddington reading test
- Waddington spelling test
- Communication matrix
- First steps communication scale
- First steps listening and speaking
- In the Zone sensory profile
- Early Start reading
- Early Start mathematics
- School-designed mathematics scale
- Jack Capon perceptual motor checklist
- Rowe work readiness checklist
- STEP UP matrix
- Gross motor function classification system.

## Literacy data

Students at Darling Point Special School are assessed using a range of comprehensive measures including Concepts of Print, Gillon Phonics, Emergent Literacy Battery Test, and PM benchmarks. The following table provides data on student literacy achievement in 2017 and 2018.

Table 15: Student Literacy Data

Level	2017	2018
Emergent	40.34%	32.52%
Transitional	12.6%	15.45%
Conventional	47.06%	52.03%
PM 1 - 5	24.39%	19.51%
PM 6 - 14	4.06%	11.38%
PM 15 - 20	10.56%	8.13%
Pm 20+	5.69%	8.94%

Table 16: Literacy Continuum Data

LITERACY CONTINUUM DATA								
	Reading text	Comprehension	Vocabulary Knowledge	Aspects of Writing	Aspects of Speaking	Phonics	Phonemic Awareness	Concepts of Print
Cluster 1 Prior to School	24.2%	17.74%	24.2%	30.6%	35.5%	16.6%	33.8%	25.8%
Clusters 2 – 4 End of Prep	75.81%	61.30%	54.8%	59.6%	56.4%	66.1%	50%	75.8%
Clusters 5 – 6 End Year 1	8.10%	11.30%	4.84%	1.6%	8.10%	4.7%	4.8%	3.22%
Clusters 7, 8 End Year 2	0%	1.60%	1.6%	1.6%	1.6%	1.6%	0%	0%
Cluster 9 End Year 3	0%	0%	0%	0%	0%	0%	0%	0%
Cluster 10 End Year 4	0%	0%	0%	0%	0%	0%	0%	0%

Students at Darling Point Special School are encouraged and enjoy explicit teaching in the full range of communication options. The table below demonstrates the number of students operating across the augmentative and alternative communication levels or as verbal communicators.

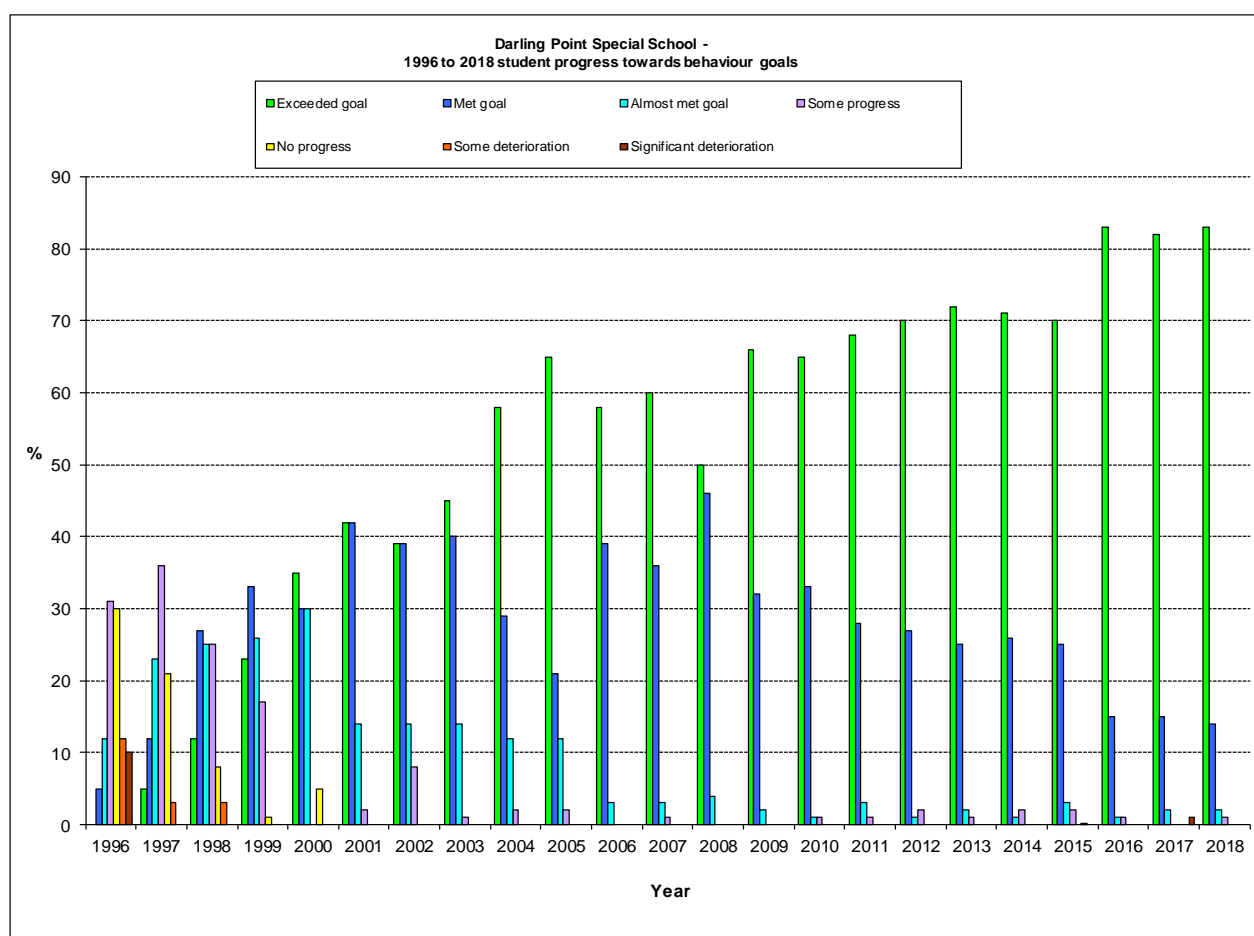
Table 17: Augmentative and alternative communication and verbal levels

Level	Number of students
Investigating	2
Emergent	22
Uses AAC effectively	25
Verbal communicator	71

## Student Behaviour

Students with disabilities are often referred to as presenting complex behaviour challenges. On analysis, these challenges typically relate to difficulties with communication and/or emotional regulation and/or sensory modulation and tolerance. At Darling Point Special School, we pride ourselves in implementing PBS with fidelity through class and individual student non-linear multielement plans that encompass all the components of quality PBS. PBS was first initiated at Darling Point Special School through a research project in one class in 1997 and subsequently adopted as a whole-school approach in 1998.

Graph 4 shows that students achieve well in progress towards their behaviour goals. It is also noteworthy that the School has significantly fewer work cover claims related to staff injury from behaviour issues. In great measure this has been explained by the absence of restrictive practices whereby staff are not injured whilst attempting restraints, seclusion and other restrictive practices. It is also noteworthy that at this School, behaviour is of secondary importance to life quality and engagement resulting in students being afforded interesting lessons with topics and activities that meet their needs alongside strong communication programs that enhance students' communication skills and address their sensory needs. A complex picture but one that results in positive behaviours and reductions in behaviour challenges.



## Apparent retention rate – Year 10 to Year 12

Table 18: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		157%	317%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	

**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

No student left the School in 2018 prior to completing 24 semesters of education.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

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

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



Scouts Musical 2018



Art Show 2018