



# Currumbin Community Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Nicky Aiken (Principal)

# From the Principal

## School overview

Currumbin Community Special School is a Queensland State school that prepares students with disabilities to be active and informed citizens who can contribute in a positive way to the community in which they live. The school provides quality educational experiences for students from Prep to Year 12 age with a diagnosed Intellectual Impairment and possibly additional disabilities such as Autism Spectrum Disorder, Physical Impairment, Hearing Impairment and/or Vision Impairment. Our learning programs are developed using the National Curriculum for state schools and individual adjustments are made through a consultative team of parents, therapists and support workers to ensure all students can succeed. Our school has an excellent record in ensuring all our students transition to their most appropriate post-school option and this can range from traineeships to funded lifestyle support packages. Our school fosters a safe, secure and supportive environment to maximise success for all.

## School progress towards its goals in 2018

2018 Goals	2018 Progress
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By the end of 2018, students will have achieved 80% of their current Cluster Marker in phonemic awareness on the Literacy Continuum	Our school has made significant progress in achieving this goal in 2018  In 2019 we will continue to increase student's literacy skills in 2019 with a focus on writing. Our school is hosting the Literacy Intensive in September with 7 teachers attending this highly sought after professional development with Jane Farrall.
Build the skill sets of staff in the interpretation and understanding of data to inform teaching practice with a focus on the balanced literacy program.	A whole school data wall was created and through professional learning communities and staff meetings, teachers engaged in rich dialogue around this data. Teachers have an increased knowledge of how to interpret data and use data to inform their teaching and practice.
Build the alignment and clarification of school targets to classroom practice with a formalised process of coaching, Professional Development (PD), review and feedback.	A collegial engagement framework was designed and endorsed by the Local Consultative Committee with a focus on formalised observation and feedback. Teachers and Teacher Aides engaged in Annual Performance Review conversations and collegial engagement models to meet their professional learning goals. 3 teachers were trained in the GROWTH coaching model (phases 1-3) to increase their skills in building the capacity of colleagues to support their coaching role.
Distributed Leadership- Senior Schooling Leader  Establishment of PATH process  Work Experience on and off campus  Vocational and Transitional Pathways program  PLC for vision of Senior Schooling (PATH, PFAP, QCIA, GIL, Moderation)	The school utilised some of their teacher time to release a teacher to work alongside the senior teachers to build their capacity in ensuring students were exiting our school in meaningful pathways.  100% student in Year 10 completed their PATH process  Increase external agencies engaged to support students for work experience  Student's Senior School Pathways are recorded in the Personalised Learning Plan on One School
Distributed Leadership- Communication Coach (to align with SLP)  Year 12 Students have a nominated Primary Mode of Communication prior to graduation  Primary Mode of Communication for all students is saved in Support Provision	The school utilised some of their teacher time to release a teacher to work alongside the Speech Language Pathologist to support the trial and implementation of communication systems for students with CCN. The school provided each teacher with a Pragmatic Organisation Display Device (PODD), a commitment to using Proloquo2go on the iPad (one available for each classroom) and also Core Word Vocabulary boards.  This School Improvement Priority will continue in 2017 to ensure that all students who are non-verbal have a primary mode of communication identified.
Distributed Leadership- MOVE (Mobility Opportunities Via Education) Coach  2 students identified with physical impairment engaged in MOVE program through a Parent Meeting, Assessment, MOVE goals on One School	The school utilised some of their teacher time to release a teacher to work alongside teachers to build their confidence and skills in working with students with physical impairment. There is visibly increased access for students with physical impairment in the day to day delivery of curriculum.  In 2018, 3 formal MOVE meetings with family and stakeholder attendance occurred in 2018 with more meetings to occur in 2019  3 PACERs and 6 adaptive bikes sourced through donations from organisations to increase student's mobility.  50% MOVE goals recorded through the Personalised Learning Plan on One School

## Future outlook



# Currumbin Community Special School Annual Implementation Plan 2019

## School Improvement Priorities 2019

Improve the participation and achievement of students with a disability

### EFFECTIVE PEDAGOGICAL PRACTICES

Students will have an identified alternative pencil and engage in explicit teaching of daily 'writing'

### EMERGENT WRITERS:

All Emergent Literacy Learners to achieve markers in cluster 1 or above by the end of 2019

### CONVENTIONAL WRITERS:

All Conventional Literacy learners to achieve the majority of markers in the Aspects of Writing cluster aligned to their Australian Curriculum year level in English or above.



## Ongoing Priorities 2019

Actions	Targets	Timelines	Responsible Officer/s
<b>Senior Schooling Framework</b>			
<ul style="list-style-type: none"> <li>Embedded PATH process to PFAP and QCIA</li> <li>Work Experience on and off campus</li> <li>Vocational and Transitional Pathways program</li> <li>PLC for vision of Senior Schooling (PATH, PFAP, QCIA, GIL, Moderation)</li> </ul>	-All Year 10 and 11 students	Term 1 2019	HOC Senior School Coach
<b>Communication</b>			
<ul style="list-style-type: none"> <li>GROWTH Coaching with the Communication Coach (to align with SLP and Expert Coach- Amanda Hartmann)</li> <li>Primary Mode of Communication for all students is saved in Personalised Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Increased staff confidence</li> <li>-All Students have an identified Primary Mode of Communication</li> <li>-All students who are non-verbal have access to AAC in their classroom to increase engagement in learning</li> <li>-Explicit teaching of Social and Personal Learning through use of AAC</li> </ul>	Term 4 2019	DP SLP Communication Coach Expert Coach- Amanda Hartmann
<b>MOVE</b>			
<ul style="list-style-type: none"> <li>MOVE progression tracked on One School through Personalised Learning</li> <li>GROWTH Coaching with MOVE Coach for all teachers with an identified student on MOVE</li> </ul>	<ul style="list-style-type: none"> <li>-Increased staff confidence</li> <li>-Increased access to curriculum for 2 students</li> <li>-Use of equipment visible around the school</li> </ul>	Term 1 2019  Ongoing	Principal MOVE Coach

<ul style="list-style-type: none"> <li>5 students identified with physical impairment engaged in MOVE program through a Parent Meeting, Assessment, MOVE goals</li> </ul>	-MOVE goals embedded in Learning Areas and ICPs	December 2019	
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## KEY IMPROVEMENT STRATEGIES- ONGOING

Expert Teaching Team in Balanced Literacy (Writing)	<p>At Currumbin Community Special School, we aim to increase all student's literacy skills so that they can be functional members of our community. In 2019, students will have an identified alternative pencil and engage in explicit teaching of daily 'writing.'</p> <p>Teachers will be engaged in PLCs, watching others work, instructional coaching and professional development to gain a deeper understanding of Evidence Based Strategies for Emergent or Conventional learners.</p>
Expert Teaching Team	We will continue to build the capacity of our teachers and teacher aides in Senior School Pathways, Complex Communication Needs and Mobility Opportunities Via Education.
Analysis and Discussion of Data	<p>In 2019 we will ensure that all students have an assessment tool to in literacy (ELB, ERSI, BRI, Literacy Continuum) so we can measure student progress.</p> <p>The school will data on students' accessing the curriculum through the Highly Individualised Curriculum or Different Partial Year Level.</p> <p>School data wall will be visually displayed and provide a discussion point for teachers.</p>

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	84	87	86
Girls	26	25	27
Boys	58	62	59
Indigenous	4	2	2
Enrolment continuity (Feb. – Nov.)	94%	95%	93%

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

Currumbin Community Special School provides educational programs for students with disabilities from Prep to Year 12. All students attending the school have an identified Intellectual Disability and require significant educational adjustments and high levels of support in their learning programs. 64% of the student population have a second or multiple disability including Autistic Spectrum Disorder (61%), Physical Impairment (18%), Vision Impairment (1%) and Hearing Impairment (1%). The majority of students live in the southern area of the Gold Coast while several students live in the northern Gold Coast areas. A small number of students enrolled at the school prior to 2013 reside in northern New South Wales.

### 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.

## Curriculum delivery

### Our approach to curriculum delivery

- In 2018, students from Prep to Year 10 were offered English, Maths, HPE and Science from the Australian Curriculum with integrated units of core content from Foundation to Year 3, or Literacy General Capabilities 1a to 1d.
- Students were engaged in an individualized curriculum based on their Individual Curriculum Plan or a Senior Education Transition Plan
- All senior students worked towards achieving a Queensland Certificate of Individual Achievement by the end of Year 12
- School and community-based work experience and/or post-school sampling experiences were offered to senior school students
- Stephanie Alexander Kitchen Garden program was offered to students incorporating gardening, cooking and hospitality skills
- Specialist subjects of Manual Arts, Music, Physical Education and Surfing was offered across the school
- All students access community based programs to extend their learning
- Music therapist (Kids in Need) was incorporated into students' programs with specialized teaching and resources
- Library and Information Technology lessons were provided to all students
- Teachers used a range of pedagogies and resources to cater for the diverse learning styles of the students.
- Alternative communication strategies including the use of assistive technology contributed to the curriculum delivery for many of the students

### Co-curricular activities

- Eisteddfod participation
- Music Therapy
- Senior Camp
- Structured games and activities during lunch periods including dancing, beach volleyball, cricket, football, basketball, library and technology
- Celebration of learning events across the school
- Movie evenings
- TRU program
- Premier Reading Challenge

### How information and communication technologies are used to assist learning

- All students have access to daily use of an interactive smartboard in each classroom.
- Each classroom provides computer access at a computer to student ratio of 1:6
- A separate computer laboratory housing 10 computers is used for specific technology lessons by all students throughout the week.
- Students have access to 30 iPads used across the school for literacy, numeracy and communication.

- Each classroom has a iPad with communication software (Proloquo2go)
- A range of assistive technology devices are utilized including eye gaze systems, big-keys keyboards and a variety of switches and communicators.
- Alternative and Augmentative Communication (AAC) devices are used throughout the school to enhance communication. A sensory seal (donated) provides sensory stimulation.
- There are three sensory rooms across the school fitted with a range technological devices/equipment which provides visual, auditory and kinesthetic sensory experiences for the students.
- Software programs used across the school include Boardmaker, BroadLEARN, LiteracyPlanet, Sunshine Online, HelpKidzLearn, PM Readers and Reading Our Way.
- Low technology systems such as PODD, Core Word Vocabulary boards, Aided Language Stimulation (ALS) boards as used as means of increasing receptive and expressive communication.

## Social climate

### Overview

1. The Positive Behaviour for Learning (PBL) Program at Currumbin Community Special School assists the creation of learning and teaching environments to maximise learning, teach important social skills, recognise and model good behaviour and establish positive styles of communication. Teachers ensure social and behavioural instruction is direct, explicit and relevant by teaching students precisely and directly to enhance positive social behaviour and interaction. The School's Responsible Behaviour Plan for Students outlines responses to support the wellbeing of our diverse range of students.
2. The school has a Chaplain one day per week to support well-being and works with individual students as well as a group of students leading a 'Girls Club.' The school also receives funding from the Department of Communities to employ a Child Liaison Officer 2 days per week who works with students and families to build their capacity and links to community agencies.
3. The school has numerous community partners and events where families and organisations engage in the life of the school. This includes: Meet the Team, parent meetings, My Time, Sport's Day, Parent Professional Development Sessions

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	71%	81%
• this is a good school (S2035)	93%	65%	85%
• their child likes being at this school* (S2001)	100%	82%	95%
• their child feels safe at this school* (S2002)	93%	53%	86%
• their child's learning needs are being met at this school* (S2003)	92%	53%	81%
• their child is making good progress at this school* (S2004)	93%	71%	86%
• teachers at this school expect their child to do his or her best* (S2005)	92%	82%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	50%	86%
• teachers at this school motivate their child to learn* (S2007)	93%	76%	90%
• teachers at this school treat students fairly* (S2008)	93%	59%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	65%	95%
• this school works with them to support their child's learning* (S2010)	100%	47%	86%
• this school takes parents' opinions seriously* (S2011)	100%	29%	85%
• student behaviour is well managed at this school* (S2012)	100%	41%	81%
• this school looks for ways to improve* (S2013)	100%	53%	86%
• this school is well maintained* (S2014)	100%	88%	100%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

\* 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	81%	96%
• they feel that their school is a safe place in which to work (S2070)	95%	70%	86%
• they receive useful feedback about their work at their school (S2071)	89%	57%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	87%	92%
• students are encouraged to do their best at their school (S2072)	100%	81%	100%
• students are treated fairly at their school (S2073)	97%	76%	98%
• student behaviour is well managed at their school (S2074)	94%	73%	94%
• staff are well supported at their school (S2075)	97%	59%	82%
• their school takes staff opinions seriously (S2076)	92%	56%	84%
• their school looks for ways to improve (S2077)	100%	62%	98%
• their school is well maintained (S2078)	97%	97%	92%
• their school gives them opportunities to do interesting things (S2079)	92%	61%	94%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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 meet with teachers on a formal basis twice a year to contribute to their child's Individual Curriculum Plan (P-10) and Personal Future Action Plan (Years 11 & 12). Families and stakeholders are encouraged to meet to determine the level of adjustments to the National Curriculum that is required for their child. This is an opportunity for the class teacher and family to collaboratively plan for strategies to support students across the home and school environments.

Formal academic reporting to parents occurs at the end of each semester. Teachers and parents communicate regularly through a range of media including telephone calls, communication books and informal discussions. Designated Team Leaders of the primary and secondary sectors provide an additional conduit for parent communication. A parent liaison officer employed with funding from the Department of Communities provides additional networking and support service for the parent community. Parents and the community join the school for special celebration events such as "Celebration of Learning", Harmony Day, "Our Kitchen Rocks" and Art Events in which student learning is shared and celebrated and the community is thanked for their contributions to the school. The P&C remains a small group who actively fundraise and contribute to the school budget for specific learning purposes.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through the National Curriculum, the students engage in the Health and Physical Education curriculum targeted the Foundation Year Achievement standard:

*By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.*

*Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.*

The school has also engaged with Family Planning Queensland (TRUE) to deliver visual resources and interactive activities to help individuals to understand bodies, enjoy healthy relationships and be safe. Where appropriate, parents, carers and service providers are encouraged to attend sessions.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

Table 6: 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	2	5
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	1

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

To reduce the environmental impact staff are required to maintain the air conditioners at 24 degrees. To reduce excessive usage staff are encouraged to turn off lights, interactive white boards, fans and air conditioners when exiting rooms. This year we introduced an E-Waste program, where senior students remove components of equipment and learn the benefits of recycling and reusing these products. Electronics have also been received from local businesses and schools. The school also operates a Stephanie Alexander Garden Kitchen

where students plant and harvest food from our gardens. This fresh produce is sold to our school community as well as used for our 'tuckshop' program twice per week.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		123,793	
Water (kL)	334	984	1,562

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](#) 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 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	29	<5
Full-time equivalents	24	19	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	12
Diploma	1
Certificate	

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$13 146.00

The major professional development initiatives are as follows:

- Coaching/ Mentoring/ Watching Other's Work
- Australian Curriculum Planning
- Special Education Curriculum Alliances (SECC)
- Expert Literacy Coach (Jane Farrall)
- Educational Consultant (David Anderson) creating collaborative cultures.

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	86%
Attendance rate for Indigenous** students at this school	88%	84%	75%

\* 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 12: Average student attendance rates for each year level at this school

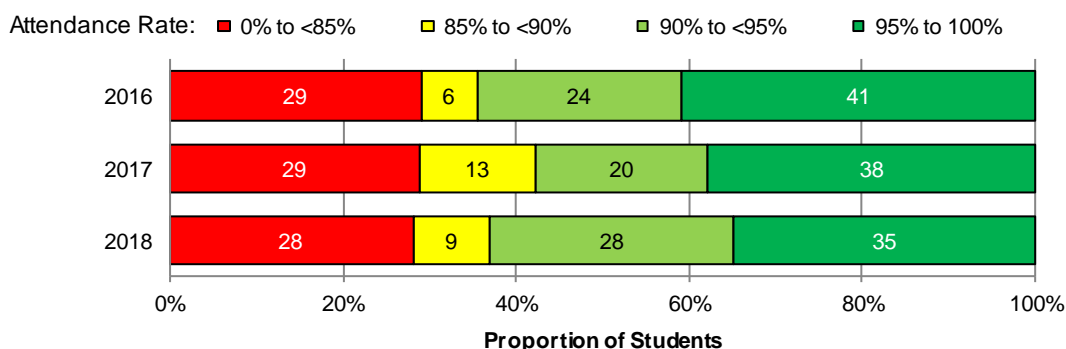
Year level	2016	2017	2018
Prep	92%	69%	
Year 1	87%	84%	DW
Year 2	85%	89%	80%
Year 3	90%	87%	85%
Year 4	89%	91%	90%
Year 5	77%	92%	87%
Year 6	91%	99%	92%

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 1: 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.

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

Rolls are marked twice each day on One School by class teachers. Rolls are expected to be marked in the first half hour of the morning period and first half hour in the afternoon period. Reminders are provided each time period to ensure compliance. Relief staff who may not have access to OneSchool report the attendance to Administration for recording on OneSchool or mark a paper version of the roll. Teachers are expected to record the reason for absence by using the Absence Reason Codes. Parents of students who have not attended school on any given day without explanation are contacted by class teachers to establish the reason for absence. After 3 days of an unexplained absence, this is escalated to administration for follow up with families.

## NAPLAN

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](#) website.

### How to access our NAPLAN results

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.

Find a school Search website

Search by school name or suburb Go

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 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## 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 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	9	4	9
Number of students awarded a QCIA	9	4	9
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			
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	5	1	6
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	56%	25%	67%
Percentage of QTAC applicants who received a tertiary offer.			

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 14: 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 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	5	1	6
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).

## Apparent retention rate – Year 10 to Year 12

Table 16: 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		80%	138%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			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.

There have been no Early School Leavers in 2018 from Currumbin Community Special School.

### 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.currumbinspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>