

# Currumbin Community Special School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This 2015 School Annual report outlines the following aspects of the school's achievements in the 2015 school year:

- Progress made towards achieving the identified school improvement priorities in 2015
- Future explicit improvement agenda for 2016
- Our school's student profile
- Curriculum delivery
- Social Climate
- Parent, Student and staff satisfaction with the school
- Parent and community engagement
- Our environmental footprint
- Our Staff profile
- Student performance

### School progress towards its goals in 2015

Annual Implementation Plan Priorities 2015	Progress
<ul style="list-style-type: none"> <li>• Develop the whole school Teaching, Learning and Assessment framework.</li> <li>• Engage with the Teaching and learning Pedagogical Framework as a self-reflection tool and a conversation framework for teachers professional development plan (DPP)</li> <li>• Appoint Sub-school team leaders to support teachers and HOC in developing and delivering differentiated curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Completed -An appointed curriculum leader led the development and writing of a whole school curriculum framework</li> <li>• Completed -95% of teachers used a self-reflection tool as part of their DPP</li> <li>• Completed - Sub school team leaders worked with teachers to support differentiation in curriculum delivery.</li> </ul>
Trial AAC and alternative communication systems for non-verbal students. Train staff in the use of alternate communication systems	Completed – All staff received training in at least one alternative communication system, with these systems successfully trialled for identified students.
Implement "4 Blocks of Literacy Framework" into daily teaching of reading in all classes	Partially Completed – training of staff has commenced in this area. This should remain a priority in 2016
Imbed School Wide Positive Behaviour Support procedures throughout whole school	Completed – SET feedback data indicated an implementation average increase from 74.2% in march 2015 to 91/7% in March 2016
Implement professional development regarding disability specific knowledge for teachers and teacher aides	Partially completed – Professional development linked to staff Performance Plans is ongoing and will continue
Enhance community engagement through whole school community celebrations of learning events and the employment of a Children's Liaison officer through Department of Communities partnership	Completed – successful 3 year ongoing funding received for a Children's liaison officer. Celebratory community partnerships held throughout the year
Effectively transition students from the primary sector to junior secondary sector and transition to post-school options will be supported	Completed – Structured formal and informal processes in place to enable smooth transitions.

## Future outlook

School Improvement Priorities for 2016	
Curriculum implementation	Implement consistent whole school curriculum planning through One School
	Identify targeted support through the analysis of reading data
	Provide opportunities for all students to participate in a Creative Arts genre and pedagogy
School-wide Literacy Approach	Introduce Guided reading component of 4 Blocks of Literacy framework into all classrooms
	Commence incorporation of alternative communication strategies for students with complex communication needs

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	81	22	59	3	93%
2014	84	27	57	3	96%
2015	98	30	68	3	95%

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

### Characteristics of the student body:

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. 78% of the student population have a second or multiple disability including Autistic Spectrum Disorder (58%), Physical Impairment (20%), Vision Impairment (8%) and Hearing Impairment (4%). 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			6
Year 4 – Year 7 Primary			6
Year 7 Secondary – Year 10			6
Year 11 – Year 12			6

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	8	5
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- In 2015, students from Prep to Year 10 were offered English, Maths 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 offered 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 all students incorporating gardening, cooking and hospitality skills
- Specialist subjects of Manual Arts, Music, Physical Education and Surfing was offered across the school
- Music therapy and sensory therapy were incorporated into students' programs with specialized teaching and resources
- Library and 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

### Extra curricula activities

- Eisteddfod participation
- Excursion to Canberra
- Structured games and activities during lunch periods including dancing, beach volleyball, cricket, football, basketball, library and technology
- Celebration of learning events
- Disco and movie evenings
- Interschool sports

### How Information and Communication Technologies are used to improve 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 1:3.
- A separate computer laboratory housing 12 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.
- A range of assistive technology devices are utilized including eye gaze systems, big-keys keyboards and a variety of switches and communicators.
- 5 Talking Toms are being used in Primary classes 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, Jolly Phonics, PM Readers and Reading Our Way.
- Low technology systems such as PODD communication systems are used across the school.

## Social Climate

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. 100% of parents believe their child is safe in this school, their child is treated fairly and that behaviour is well managed. The parent/caregiver results from the School Opinion Survey tabled below indicates a high level of satisfaction with the social climate at the school.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	80%	80%
this is a good school (S2035)	94%	93%	90%
their child likes being at this school (S2001)	97%	93%	100%
their child feels safe at this school (S2002)	97%	87%	100%
their child's learning needs are being met at this school (S2003)	94%	80%	80%
their child is making good progress at this school (S2004)	91%	86%	80%
teachers at this school expect their child to do his or her best (S2005)	97%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	100%	100%
teachers at this school motivate their child to learn (S2007)	94%	93%	90%
teachers at this school treat students fairly (S2008)	97%	87%	100%
they can talk to their child's teachers about their concerns (S2009)	94%	93%	100%
this school works with them to support their child's learning (S2010)	91%	93%	90%
this school takes parents' opinions seriously (S2011)	91%	93%	80%
student behaviour is well managed at this school (S2012)	91%	93%	100%
this school looks for ways to improve (S2013)	94%	87%	90%
this school is well maintained (S2014)	97%	87%	100%
Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	85%	93%
they receive useful feedback about their work at their school (S2071)	88%	81%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	87%
students are encouraged to do their best at their school (S2072)	95%	96%	100%
students are treated fairly at their school (S2073)	95%	92%	100%
student behaviour is well managed at their school (S2074)	83%	85%	93%
staff are well supported at their school (S2075)	86%	73%	82%
their school takes staff opinions seriously (S2076)	80%	68%	81%
their school looks for ways to improve (S2077)	88%	77%	93%
their school is well maintained (S2078)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	95%	96%	100%

# '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 confer and contribute to their child's Individual Curriculum Plan. Formal academic reporting to parents occurs at the end of each term. 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.

## Reducing the school's environmental footprint

The increase in electricity consumption from 2014 to 2015 can be accounted for by the installation of air-conditioning in all classrooms and learning areas across the school. 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, fans and air conditioners when exiting rooms. Recycling is encouraged. This is an area that requires ongoing monitoring and vigilance.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	104,010	1,243
2013-2014	55,910	1,219
2014-2015	79,364	3,682

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

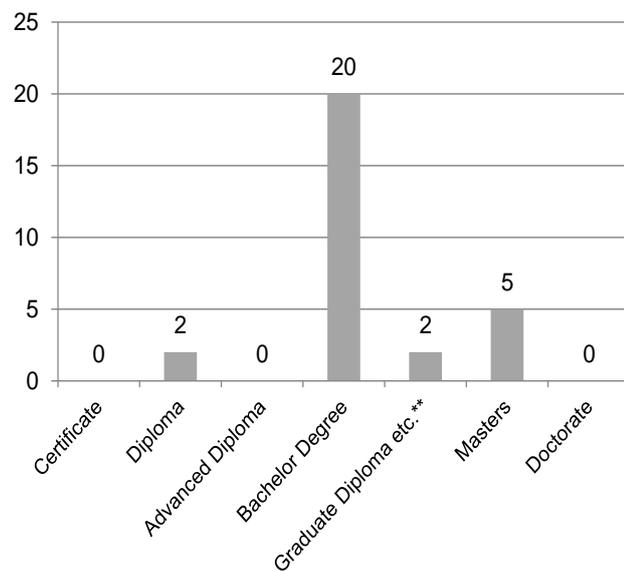
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	34	0
Full-time equivalents	24	23	0

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	2
Masters	5
Doctorate	0
<b>Total</b>	<b>29</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$22601.

The major professional development initiatives are as follows:

- Picture Exchange Communication System (PECS) – introduction level of an alternative communication system
- PODD training
- Proloquo2Go – staff training and mentoring on the use of this communication systems using iPads
- Core Language Skills – specialist led introduction
- Intensive Interaction training for key staff
- Watching Others Work – staff had opportunity to be mentored by their peers in specific areas of expertise
- Non Violent Crisis Intervention – for key staff
- 4 Blocks Literacy training for key leaders and primary teachers
- All mandatory training modules
- Beginning teacher mentoring program
- Use and application of Apps for literacy and numeracy
- One School training for key administrators

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

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

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	84%	92%

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

The overall attendance rate in 2015 for all Queensland Special schools was 89%.

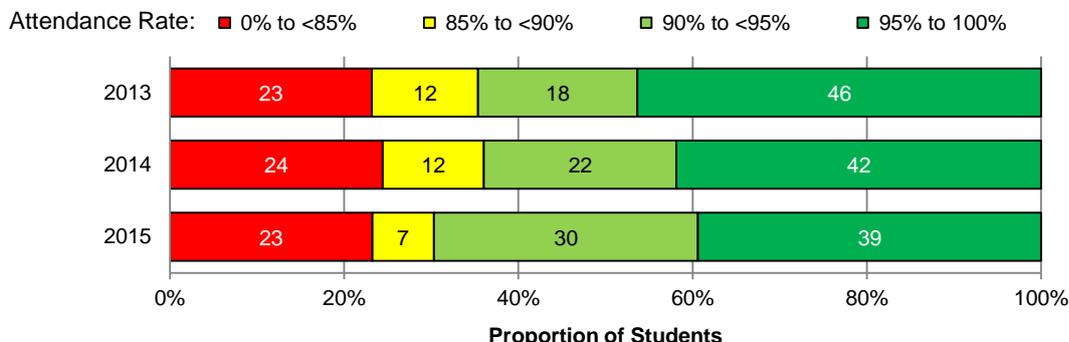
#### Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	92%	91%	93%	81%	92%	95%	86%	93%	93%	88%	88%	82%

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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. Teachers are expected to record the reason for absence by using the Absence Reason Codes. Parents of students who have not attended for 3 days without explanation are contacted by class teachers or sector team leaders to establish the reason for absence.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

All students have approved exemption from NAPLAN assessment

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	6	4	8
Number of students awarded a Queensland Certificate of Individual Achievement.	6	3	8
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	0	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	17%	0%	13%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	1	0	0
2014	0	0	0
2015	1	0	0

As at 16 February 2016. The above values exclude VISA students.

In 2015, one student achieved the qualification of Certificate 1 in Agrifood Operations

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

One Year 12 student left prior to completion of school to undertake full time employment.