



Currumbin Community Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 Queensland 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 senior school offers VET Certificate I in Work Readiness and Rural Operations. Our school fosters a safe, secure and supportive environment to maximise success for all.

Our Mission Statement

Currumbin Community Special School is committed to the values of professionalism, cooperation and respect. Our school embraces diversity in an accepting, flexible and positive environment. We actively work with all students to develop communication and independence to the best of their abilities. We support students to be creative, resourceful and positive members of their community.

Our school prides itself on developing unique and innovative programs to meet the diverse learning needs of all our students, and in supporting and encouraging creativity and innovation.

As a professional workforce, we have agreed to the following values to maximise student learning and effective relationships.

COOPERATION

Working together for a common purpose – improving student learning

RESPECT

Unbiased consideration and regard for the rights, beliefs and property of all people

INTEGRITY

Doing the right thing, even when no one is watching

PROFESSIONALISM

Commitment to quality, pride in your work

WISDOM

The ability to apply knowledge, experience, understanding, common sense and insight



Principal's Foreword

Introduction

School Progress towards its goals in 2017

This report outlines some of the school's achievements in the 2017 as well as identifying areas for continued improvement.

School Improvement Priorities 2016	Progress
Curriculum Unit Planning	<p>The school made significant progress towards the full implementation of the National Curriculum with the implementation of Science and Health and Visual Arts. Through the appointment of an acting Head of Curriculum, the teachers worked collaboratively to adapt and adopt the National Curriculum through using C2C. Teachers are released a planning session once per term to focus on the alignment of Individual Curriculum Plans to the National Curriculum to ensure differentiation was targeted for each student.</p> <p>This School Improvement Priority will continue in 2018 with a strong focus on understanding of the Literacy Learning Continuum for student accessing the curriculum through the Highly Individualised Curriculum.</p>
Use of data to drive curriculum decisions	<p>The school has made significant progress with the implementation of the Emergent Literacy Battery (ELB) and the Literacy Continuum in 2018. Teachers are using the ELB and the Literacy Continuum to support their individualised planning for all students in their class.</p> <p>This School Improvement Priority will continue in 2018 with ensuring the teachers use this data to inform their pedagogy in relation to Balanced Literacy (ELB and the Literacy Continuum).</p>
Balanced Literacy	<p>The school made significant progress towards the implementation of Balanced Literacy with the Four Blocks Framework. The focus for 2017 was on Working with Words.</p> <p>This School Improvement Priority will continue in 2018 with a sharp and narrow focus on Phonemic Awareness in Working With Words.</p>
Development of communication systems for students with complex communication needs (CCN)	<p>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 and also Core Word Vocabulary boards.</p> <p>This School Improvement Priority will continue in 2018 to ensure that all students who are non-verbal have a primary mode of communication identified.</p>

Our School at a Glance

Future Outlook



Currumbin Community Special School Annual Implementation Plan 2018

School Improvement Priorities 2018



EXPERT TEACHING TEAM:

READING: WORKING WITH WORDS

By the end of 2018, students will have achieved 80% of their current Cluster Marker in phonemic awareness on the Literacy Continuum or markers within Cluster 1

CLUSTER TARGETS	STRATEGIES
<p>LOWER PRIMARY Target students with high letter knowledge and poor phonemic awareness as assessed in the ELB/ Literacy Continuum</p>	<ul style="list-style-type: none"> • Letter sound sorts • Auditory awareness activities • Onset and rime model, explicit teaching, exposure • SSSP focus on letter sound
<p>UPPER PRIMARY Target students to develop their knowledge of letters and sounds on the 'literacy continuum'</p>	<ul style="list-style-type: none"> • SSSP • Word Wall • Insta-charting • Student Name Wall • Predictable Chart Writing
<p>JUNIOR SECONDARY Increase phonemic awareness knowledge for each students (rhyme, initial sounds, blending, phonemes)</p>	<ul style="list-style-type: none"> • SSSP • Word Sorts • Predictable Chart Writing



<p>SENIOR SECONDARY</p> <p>Target students to hear, identify and manipulate phonemes in everyday life.</p>	<ul style="list-style-type: none"> • Age appropriate onset and rime • SSSP focus • Word Wall Activities
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WHOLE SCHOOL STRATEGIES

Actions	Targets	Timelines	Responsible Officer/s
<p>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.</p> <ul style="list-style-type: none"> • Teacher professional development of the Literacy Continuum (Concepts about Print, Phonics and Phonemic Awareness) and Emergent Literacy Battery data • Alignment of evidence based strategies to phonemic awareness determined by student data 	<p>-Increased teacher confidence in delivering the ELB. Whole school moderation processes of the Literacy Continuum</p> <p>-Observational increase of explicit teaching of evidence based strategies aligned to phonemic awareness</p> <p>-Evidence in teacher planning through the Balanced Literacy Planner linked to the National Curriculum</p> <p>-Phonemic Awareness Literacy Continuum Data Wall (Putting Faces on the Data)</p>	Dec. 2018	<p>Principal</p> <p>DP</p> <p>HOC</p> <p>HOSES</p>
<p>Build the alignment and clarification of school targets to classroom practice with a formalised process of coaching, Professional Development (PD), review and feedback.</p> <ul style="list-style-type: none"> • CCSS Collegial Engagement policy developed • Models of Collegial Engagement identified and staff commit to 4 types throughout the year, including: <ul style="list-style-type: none"> - Learning Walks - Peer Observation and Feedback - Watching Others Work - Instructional Coaching - Beginning Teacher Mentoring 	<p>-100% teachers and aides engaged in Collegial Engagement</p> <p>-50% teachers engaged in Peer Observation and Feedback</p> <p>-proformas developed to support the CCSS Collegial Engagement Policy</p>	Dec. 2018	<p>Principal</p> <p>DP</p> <p>Leadership Team</p>

<ul style="list-style-type: none"> - Professional Learning Dialogue - Peer Coaching - PLCs (additional to staff meeting time) 	<p>-2 teachers from each Cluster engaged in a Learning Walk with the School Leaders</p> <p>-100% teachers all know the target students in their class and aligned evidence based strategies</p>		
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Ongoing Priorities 2018

Actions	Targets	Timelines	Responsible Officer/s
Senior Schooling Framework			
<ul style="list-style-type: none"> • Creation of a 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) 	<p>-Term 1 2018</p> <p>-All Year 10 students (10) and 3-4 identified Year 11/ 12 students</p>	<p>Term 1 2018</p> <p>Term 2 2018</p>	<p>DP</p> <p>Senior School Leader</p>
Communication			
<ul style="list-style-type: none"> • Creation of a 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 	<p>-Increased staff confidence</p> <p>-All Students have an identified Primary Mode of Communication</p> <p>-All students who are non-verbal have access to AAC in their classroom to increase engagement in learning</p>	<p>Term 4 2018</p>	<p>HOC</p> <p>SLP</p> <p>Communication Coach</p>
MOVE			
<ul style="list-style-type: none"> • Creation of a MOVE Coach • 2 students identified with physical impairment engaged in MOVE program through a Parent Meeting, Assessment, MOVE goals on One School 	<p>-Increased staff confidence</p> <p>-Increased access to curriculum for 2 students</p> <p>-Use of equipment visible around the school</p>	<p>Term 1 2018</p> <p>December 2018</p>	<p>Principal</p> <p>MOVE Coach</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	98	30	68	3	95%
2016	84	26	58	4	94%
2017	87	25	62	2	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- In 2017, 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

- Senior Students have the opportunity to engage in a modified version of Certificate 1 in Agrifoods and Certificate 1 in Access to Vocational Pathways (through Senior Education Training Alliance- SETA).
- 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
- 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

Co-curricular Activities

- Eisteddfod participation
- School Camp
- 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 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 1:3.
- A separate computer laboratory housing 8 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.
- 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

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	80%	92%	71%
this is a good school (S2035)	90%	93%	65%
their child likes being at this school* (S2001)	100%	100%	82%
their child feels safe at this school* (S2002)	100%	93%	53%
their child's learning needs are being met at this school* (S2003)	80%	92%	53%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is making good progress at this school* (S2004)	80%	93%	71%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	82%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	50%
teachers at this school motivate their child to learn* (S2007)	90%	93%	76%
teachers at this school treat students fairly* (S2008)	100%	93%	59%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	65%
this school works with them to support their child's learning* (S2010)	90%	100%	47%
this school takes parents' opinions seriously* (S2011)	80%	100%	29%
student behaviour is well managed at this school* (S2012)	100%	100%	41%
this school looks for ways to improve* (S2013)	90%	100%	53%
this school is well maintained* (S2014)	100%	100%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	97%	81%
they feel that their school is a safe place in which to work (S2070)	93%	95%	70%
they receive useful feedback about their work at their school (S2071)	86%	89%	57%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	95%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	81%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are treated fairly at their school (S2073)	100%	97%	76%
student behaviour is well managed at their school (S2074)	93%	94%	73%
staff are well supported at their school (S2075)	82%	97%	59%
their school takes staff opinions seriously (S2076)	81%	92%	56%
their school looks for ways to improve (S2077)	93%	100%	62%
their school is well maintained (S2078)	100%	97%	97%
their school gives them opportunities to do interesting things (S2079)	100%	92%	61%

* 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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	5	3	2
Long Suspensions – 11 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the 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. Recycling is encouraged. This is an area that requires ongoing monitoring and vigilance.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	79,364	3,682
2015-2016		334
2016-2017	123,793	984

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	29	0
Full-time Equivalents	23	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	111
Graduate Diploma etc.**	11
Bachelor degree	11111141 12 2
Diploma	1 1
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$25 000.

The major professional development initiatives are as follows:

- Coaching/ Mentoring/ Watching Other's Work
- Australian Curriculum Planning
- Manual Handling and MAPA
- Functional Behaviour Analysis
- Special Education Curriculum Alliances (SECC, SETA)

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	88%	84%

*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 student attendance rate in 2017 for all Queensland Special schools was 88%.

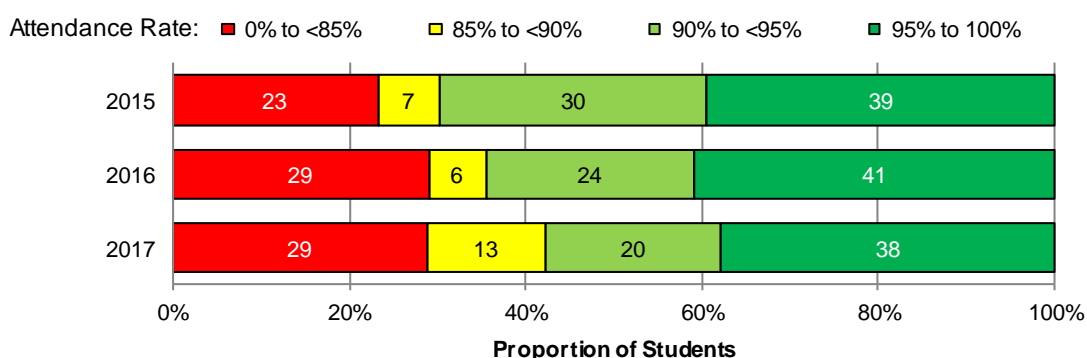
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	92%	91%	93%	81%	92%	95%	86%	93%	93%	88%	88%	82%
2016	92%	87%	85%	90%	89%	77%	91%	94%	90%	81%	93%	93%	81%
2017	69%	84%	89%	87%	91%	92%	99%	89%	89%	93%	79%	83%	89%

*Attendance rates effectively count 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.

DW = Data withheld to ensure confidentiality.

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 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 school is requested an exemption from NAPLAN testing <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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

Where it states **'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 NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	8	9	4
Number of students awarded a Queensland Certificate of Individual Achievement.	8	9	4
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



OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	5	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.				
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.	13%	56%	25%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.				

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	1	0	0
2016	5	0	0
2017	1	0	0

As at 14th February 2018. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.			80%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.				

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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