



Currumbin Community Special School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	5 Hammersford Drive Currumbin Waters 4223
Phone:	(07) 5559 9333
Fax:	(07) 5559 9300
Email:	principal@currumbispecs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Nicky Belous (Acting 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 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 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

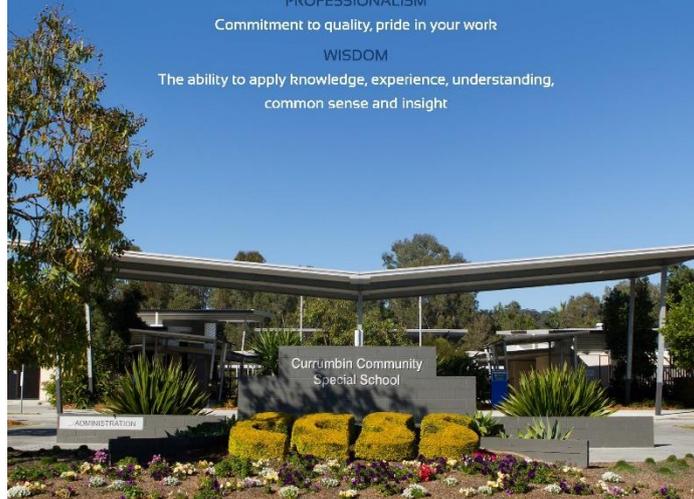
Doing the right thing, even when no one is watching

PROFESSIONALISM

Commitment to quality, pride in your work

WISDOM

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



Principal's Forward

Introduction

School Progress towards its goals in 2016

The report outlines some of the school's achievements in the 2016 school year 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. Through the appointment of a Curriculum Leader, the teachers worked collaboratively to adapt and adopt the National Curriculum through using C2C. A focus of teacher's planning was on aligning Individual Curriculum Plans to the National Curriculum to ensure differentiation was targeted for each student.</p> <p>This School Improvement Priority will continue in 2017 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 trialled a suite of data tools in 2016 to determine 2-3 data sets that would provide the best indication of student growth. This included, Triple C, Reading Our Way, PM Benchmarks, Letter and Sound Recognition and Emergent Literacy Battery.</p> <p>This School Improvement Priority will continue in 2017 with ensuring the school has 1-2 assessment tools to capture student data in relation to Balanced Literacy (ELB and the Literacy Continuum).</p>
Creative arts genre and pedagogy	<p>The school provided extra human resources to support the development of the Creative Arts Program. Every student was engaged in Creative Arts per their needs/ interests. The Art Specialist implemented a wide range of teaching strategies to ensure success for every student. The school hosted a culminating event of the Art Exhibition and Auction in Term 4 to celebrate this success.</p>
Balanced Literacy	<p>The school made significant progress towards the implementation of Balanced Literacy with the Four Blocks Framework. The focus was on Guided Reading and Self Selected Reading.</p> <p>This School Improvement Priority will continue in 2017 with a strong focus on 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 2017 to ensure that all students who are non-verbal have a primary mode of communication identified.</p>

Future Outlook

School Improvement Priorities 2017	Targets and Timelines
Expert Teaching Team in Balanced Literacy (Working with Words)	<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>
Analysis and Discussion of Data	<p>In 2017 we will ensure the school has 1-2 assessment tools to capture student data in relation to Balanced Literacy (ELB and the 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

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	84	27	57	3	96%
2015*	98	30	68	3	95%
2016	84	26	58	4	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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	2014	2015*	2016
Prep – Year 3			5
Year 4 – Year 7			6
Year 8 – Year 10			6
Year 11 – Year 12			7

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- In 2015, 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 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 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
- 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, Jolly Phonics, 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. 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 opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	80%	80%	92%
this is a good school (S2035)	93%	90%	93%
their child likes being at this school* (S2001)	93%	100%	100%
their child feels safe at this school* (S2002)	87%	100%	93%
their child's learning needs are being met at this school* (S2003)	80%	80%	92%
their child is making good progress at this school* (S2004)	86%	80%	93%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	93%	90%	93%
teachers at this school treat students fairly* (S2008)	87%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	90%	100%
this school takes parents' opinions seriously* (S2011)	93%	80%	100%
student behaviour is well managed at this school* (S2012)	93%	100%	100%
this school looks for ways to improve* (S2013)	87%	90%	100%
this school is well maintained* (S2014)	87%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	85%	93%	95%
they receive useful feedback about their work at their school (S2071)	81%	86%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	87%	95%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	92%	100%	97%
student behaviour is well managed at their school (S2074)	85%	93%	94%
staff are well supported at their school (S2075)	73%	82%	97%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	68%	81%	92%
their school looks for ways to improve (S2077)	77%	93%	100%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	96%	100%	92%

* 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. 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.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	5	3
Long Suspensions – 6 to 20 days	0	2	0
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.

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
2013-2014	55,910	1,219
2014-2015	79,364	3,682
2015-2016		334

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	33	0
Full-time Equivalent	24	24	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	5
Bachelor degree	18
Diploma	
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 2016 were \$19 526.00

The major professional development initiatives are as follows:

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

The major professional development initiatives are as follows:

- MOVE international training
- Intensive Interaction
- Proloquo2Go – staff training and mentoring on the use of this communication systems using iPads
- FABIC Anxiety Workshop
- Autism Spectrum Disorder Workshop
- 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
- Foundations of Coaching
- Breakthrough Coaching

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	92%	88%

*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 2016 for all Queensland Special schools was 89%.

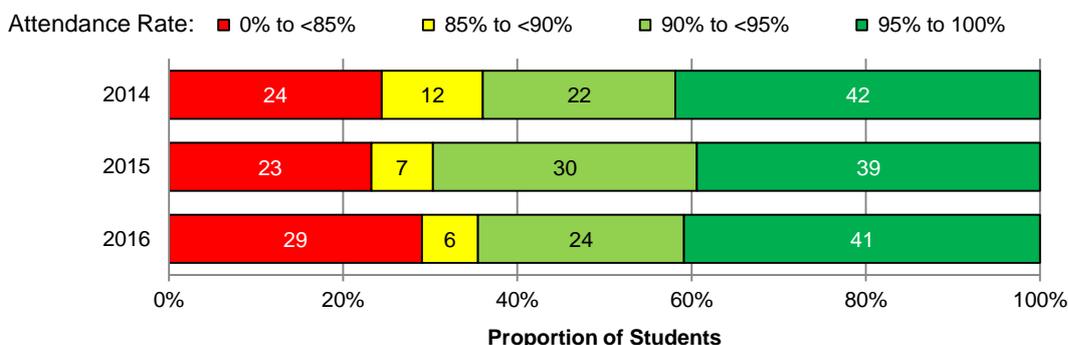
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	90%	92%	91%	93%	81%	92%	95%	86%	93%	93%	88%	88%	82%
2016	92%	87%	85%	90%	89%	77%	91%	94%	90%	81%	93%	93%	81%

*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 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 for 3 days without explanation are contacted by class teachers or sector team leaders to establish the reason for absence.

NAPLAN

All students have approved exemption from NAPLAN assessment.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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	2014	2015	2016
Number of students receiving a Senior Statement	4	8	9
Number of students awarded a Queensland Certificate of Individual Achievement.	3	8	9
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).	0	1	5
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.	0%	13%	56%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	

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
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. 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
2014	0	0	0
2015	1	0	0
2016	5	0	0

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	

Year 12 student enrolment as a percentage of the Year 10 student cohort.

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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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