

Currumbin Community Special School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report is written to provide accountability to our school community for the progress made in enhancing student learning, improving in our teacher professionalism and community engagement, along with efficiencies in use of departmental resources. Data from our 2014 School Opinion Survey is also recorded (with previous 2 years included for comparison). I wish to make note, however that our SOS data was collated from a smaller sample due to reduced uptake of survey completion for 2014 which we believe is largely due to the survey only being available online. Our school has made strong progress in supporting students requiring augmentative communication, consistency in curriculum delivery and pedagogy and differentiation for individual students. We acknowledge that we need continued focus on our review of our Positive Behaviour for Learning, peer coaching and mentoring.

School progress towards its goals in 2014

2014 AIP Goal	Progress	Attainment
Ensure every student without language begins an appropriate augmentative communication system (Great Results Guarantee).	Through the support of Great Results Guarantee funding, CCSS developed an expert teaching team of key teachers who were trained in four different augmentative communication systems – Proloquo2go, Picture Exchange Communication System (PECS), Pragmatic Organisation Dynamic Display (PODD) and Intensive Interaction. Resources to support individual students AAC needs were also purchased. Teachers shared expert knowledge to support students and development of resources.	All students requiring a AAC were identified. Various systems were trialed with identified students.
Redevelop whole school curriculum plan to include Australian Curriculum General Capabilities continua for all students, Australian Curriculum in History and C2C SWD resources.	Curriculum leader was identified and began work with Deputy Principal to develop a whole school plan that included C2C SWD units and General Capabilities perspective for students.	Curriculum leader developed a 3 year cycle of units that covered all key curriculum areas. This document was ready for implementation at the commencement of 2015 school year.
Ensure every student has a progressive and measurable IEP/SETP goal for English and Maths derived from the Australian Curriculum.	Deputy Principal worked with each class teacher and family to identify appropriate age and stage goals for English and Mathematics from the Australian Curriculum.	Every student to Year 10 had an IEP that had a goal for English and Mathematics taken from the learning expectations from the Australian Curriculum. Every student in years 11 and 12 had a SETP.

Develop an expert teaching team that uses appropriate pedagogy and differentiation for our diverse students through coaching and mentoring (Great Results Guarantee and Pedagogical Framework).	Six teachers were trained in Peer Coaching. School employed an educational consultant to lead the development of CCSS Pedagogical Framework. Framework was developed through a literature survey and extensive staff consultation. All staff involved in personal Developing Performance Frameworks to self-identify areas for development to support their professional learning. School also provided the following opportunities to develop skills to support differentiation to students with disabilities: Curriculum – C2C resources and General Capabilities, 4-Blocks literacy and reading instruction for diverse learners, writing and AAC systems.	All six teachers had begun developing their skills of implementation amongst themselves, to be expanded to other peers in 2015. Framework was adopted as our school's guide to effective pedagogy. This framework was used to support teacher's self-reflection and personal Developing Performance Frameworks. All staff had a personal DPF and participated in PD.
Enhance Community Partnerships to support student and family learning, wellbeing and engagement.	School successfully re-applied for Department of Communities funding to maintain schools Children's Liaison Officer for an additional 3 years. Parent engagement increased in Celebration of Learning events.	Funding received from Department of Communities. Events were 'sell-out' or capacity events.
Review Responsible Behaviour Plan for students, researching best practice to ensure an individualised approach to support diverse range of students.	This review commenced in Term 4 with support of funding through Quality Schools Inclusive Leaders (QSIL) and will continue into 2015.	Review commenced with identification of leader and establishment of school based committee.
Research and train key staff in ASDAN certification to enhance Senior Secondary curriculum delivery in 2015.	Two staff were involved in 2 day ASDAN training with view of implementing in 2015.	2014 goal was achieved, however decision was made to wait on implementation. Decision was made at the end of 2014 to consolidate VET delivery for Senior Secondary school students in 2015 and review ADSAN after feedback on implementation from other special schools.

Future outlook

During the 2015 school year the priorities for CCSS will be teaching and learning, communication, reading, School Wide Positive Behaviour Support (SWPBS), disability specific knowledge development, community engagement and transition. This future outlook consolidates and expands on identified areas to support student learning as identified through our school's Teaching and Learning and Behaviour Audit and our 2015 – 2018 Strategic Plan development during 2014.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	71	17	54	91%
2013	81	22	59	93%
2014	84	27	57	96%

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

Characteristics of the student body:

All students attending CCSS have a diagnosed Intellectual Disability and require significant educational adjustments to effectively engage in learning (4th and 3rd Quartile on Queensland Department of Education EAP). 56% of the school population also have an additional diagnosis of Autistic Spectrum Disorder, 25% have an additional diagnosis of Physical Impairment. 1% have an additional diagnosis of Hearing Impairment and 1% have an additional diagnosis of Vision Impairment.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	1	8
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

All students have an Individual Education Plan or a Senior Education Transition Plan that is developed in consultation with parents. Reflection of a student's progress using the Australian Curriculum learning expectations and their individual needs are used to shape plans that are written and or reviewed every 6 months.

Unique offerings:

- CCSS is a Registered Training Organisation registered to deliver Vocational Education Training (VET) Certificate 1 in Agrifoods and Information Technology.
- School and community based Work Experience/Traineeships
- Health, Sport and Recreation Program – including surfing, swimming, gym, bike riding, basketball, cricket,
- Independent living and life-skills training
- Stephanie Alexander Kitchen Garden
- Manual Arts
- Creative Arts
- Music Therapy
- Sensory Therapy

Extra curricula activities

- Structured games and activities during lunch breaks including library, technology and basketball
- Camps – Class Camps, Fishing Competition Camp
- Eisteddfod – singing and dance
- Friday night Discos

How Information and Communication Technologies are used to assist learning

All students have access to networked computers in each classroom and within the computer laboratory. Overall, we have a 1:2 computer to student ratio. Most students access some form of ICT's daily to meet their learning goals. Access may consist of, researching information on the web, using appropriate age/stage software, accessing living books with switch activated devices, voice output devices to support communication, iPad applications and IWB whole class activities.

Staff use computers to access information for understanding students learning needs, generating student learning tasks and to support their own professional learning. They are also used to generate units of work and support materials, assess and record student progress and communicate with colleagues and parents.

Social Climate

CCSS actively supports students to develop positive relationships with peers, staff and community members. Our school's responsible behaviour plan encourages and rewards students for positive behaviour. Individual Positive Behaviour Support plans are developed collaboratively to support students who need intensive training and support with making appropriate choices. Class teachers develop units of work to empower students with strategies to respond to social issues within their age and stage of development. 87% of parents believe their child is safe in this school and 93% believe behaviour is well managed at this school. 87% believe their child is treated fairly and 93% like being at this school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	94%	80%
this is a good school (S2035)	100%	94%	93%
their child likes being at this school* (S2001)	97%	97%	93%
their child feels safe at this school* (S2002)	97%	97%	87%
their child's learning needs are being met at this school* (S2003)	97%	94%	80%
their child is making good progress at this school* (S2004)	94%	91%	86%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%	100%
teachers at this school motivate their child to learn* (S2007)	97%	94%	93%
teachers at this school treat students fairly* (S2008)	100%	97%	87%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	93%
this school works with them to support their child's learning* (S2010)	97%	91%	93%
this school takes parents' opinions seriously* (S2011)	94%	91%	93%
student behaviour is well managed at this school* (S2012)	91%	91%	93%
this school looks for ways to improve* (S2013)	97%	94%	87%
this school is well maintained* (S2014)	100%	97%	87%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%		
they like being at their school* (S2036)	100%		
they feel safe at their school* (S2037)	89%		
their teachers motivate them to learn* (S2038)	100%		
their teachers expect them to do their best* (S2039)	100%		
their teachers provide them with useful feedback about their school work* (S2040)	100%		
teachers treat students fairly at their school* (S2041)	100%		
they can talk to their teachers about their concerns* (S2042)	89%		
their school takes students' opinions seriously* (S2043)	78%		
student behaviour is well managed at their school* (S2044)	75%		
their school looks for ways to improve* (S2045)	89%		
their school is well maintained* (S2046)	100%		
their school gives them opportunities to do interesting things* (S2047)	100%		

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	100%
they feel that their school is a safe place in which to work (S2070)		93%	85%
they receive useful feedback about their work at their school (S2071)		88%	81%
students are encouraged to do their best at their school (S2072)		95%	96%
students are treated fairly at their school (S2073)		95%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		83%	85%
staff are well supported at their school (S2075)		86%	73%
their school takes staff opinions seriously (S2076)		80%	68%
their school looks for ways to improve (S2077)		88%	77%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		95%	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are valuable partners in education and parents take an active role in planning and supporting their child's education at CCSS. All parents are invited to participate in the development of the Individual Education Plan for their child either in person or by phone if necessary. Parents and community members are invited to "Celebration of Learning" events each Semester and communication between home and school occurs as often as necessary through phone, communication book, email or in person with regards to student progress. Formal reporting to parents occurs at the end of each Semester. In addition, more parents are becoming active in attendance at P&C meetings, information and support mornings and volunteering to support their child's learning. The P&C actively fundraise and contribute generously to the school budget for specific learning projects. They also coordinate regular school discos for student socialisation and enjoyment.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A zero return for 2011-2012 is reflective on an error with the Energy supplier billing department and this period of usage was carried over to the 2012-2013 period.

To assist in reducing excessive usage, all classes are encouraged to reduce, reuse, and recycle and secure and turn off electricity items on exiting rooms. This is an area requiring ongoing vigilance.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	0	0
2012-2013	104,010	1,243
2013-2014	55,910	1,219

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

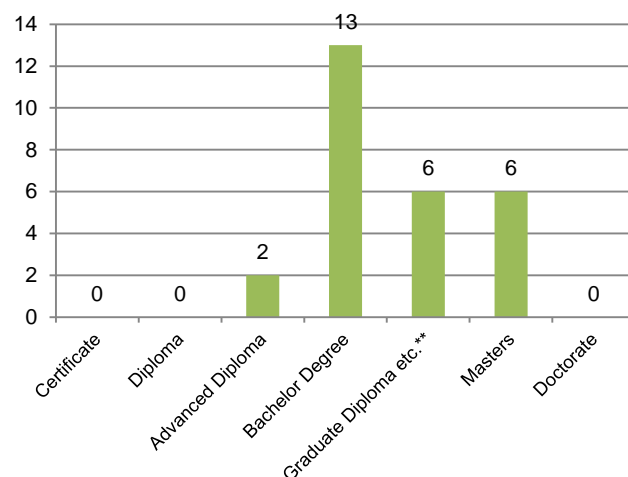
Staff composition, including Indigenous staff

CCSS is led by a female Principal and a male Deputy Principal (for three Terms in 2014). Gender distribution is approximately one male to four females in the teaching workforce and one male to seven females in the non-teaching staff. Approx. 1:3 teachers are qualified Special Education teachers, however many are experienced teachers in Special Education.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	33	0
Full-time equivalents	22	22	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	13
Graduate Diploma etc.**	6
Masters	6
Doctorate	0
Total	27



*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 2014 were \$ 10,082.46

The major professional development initiatives are as follows:

All staff at CCSS have access to Professional Development each year. Professional Development includes Cluster meetings for curriculum planning and development, fortnightly Staff professional development meetings covering Code of Conduct and Student Protection, Manual Handling, School procedures for Lockdown and Emergency Evacuation, Curriculum Risk Assessments and Variations to Routine, Adaptive Technology, iPad integration into teaching, CPR training, Specialised Health Procedures, VET induction, Pedagogical Framework, IWB training, Alternative Augmentative Communication systems, Peer Coaching, budgeting, Oneschool, 4-Blocks Reading strategies, Individual Positive Behaviour Support Plans etc. Funds were also committed to meet the individual Developing Performance Frameworks of individual teachers.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	89%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

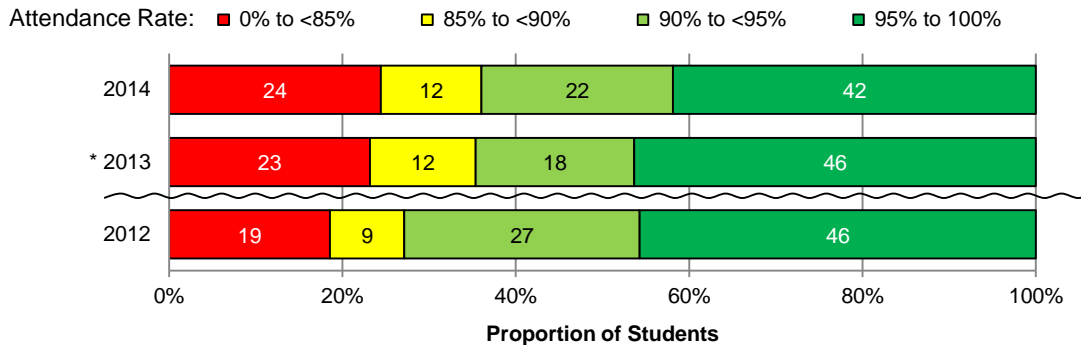
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012												
2013												
2014												

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

As a school, we work closely with families to manage student absences. There are many medical conditions that impact on student attendance and at times parents' medical conditions that make it extremely difficult for them to get their child to school. When a student has high absenteeism we negotiate a learning program that is highly motivational for the child and link families with our Children's Liaison Officer and Guidance Officer to further support the families in getting their child/ren to school.

Class teachers mark their class rolls twice a day, at the beginning and end of the day. If a student is absent for three days without reason we attempt to contact the families by phone to assess the wellbeing of the child/family.

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 at CCSS are exempt from NAPLAN testing.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

All students at CCSS have an individual plan to ensure their attainment is achievable and student focused. Closing the Gap data is not available for CCSS as indigenous student enrolment is less than 1%.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
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Year 12 student enrolment as a percentage of the Year 10 student cohort.

Outcomes for our Year 12 cohorts	2012	2013	2014
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Number of students receiving a Senior Statement	11	6	4
Number of students awarded a Queensland Certificate of Individual Achievement.	11	6	4
Number of students receiving an Overall Position (OP)	0	0	0
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).	2	1	0
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
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.	18%	17%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. 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
2012	2	0	0
2013	1	0	0
2014	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who left CCSS prior to completion of Year 12, left to attend another school, either within Queensland or Interstate.