



Mudgeeraba Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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

# From the Principal

## School overview

Mudgeeraba Special School, previously the Mudgeeraba State School originally and then Opportunity School, opened in the current premises in 1985 and provides a personalised education for students with Intellectual Disability and secondary disability's from prep to year 12. Students who are enrolled in special schools within Education Queensland require specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities and to maximise learning outcomes. We aim to foster a sense of community and to achieve excellence and accountability in all that we do. Students in Prep to Year access the Australian Curriculum with an emphasis on the General Capabilities Literacy Lens. The curriculum focus for Senior students in Year 10 to 12 is through the delivery of Certificate Courses aligned with Queensland Certificate of Individual Achievement. Our curriculum and pedagogy serve to support students becoming as independent as possible within society.

## School progress towards its goals in 2018

Our school prides itself on relationships as being the key to each young person achieving our/ their vision of "Happiness through Achievement". The following report highlights our distance travelled for the final year of our current four year Quadrennial Strategic Plan 2016 - 2019. This report provides a snapshot of the data story to share with our school and wider community.

208 Explicit Improvement Agenda	Progress														
<table border="1"> <thead> <tr> <th colspan="2">English – Units of Work</th> </tr> <tr> <th colspan="2">Strategic Goal</th> </tr> </thead> <tbody> <tr> <td colspan="2">Teachers use knowledge of students and the Australian Curriculum to plan and deliver version 8.0</td> </tr> <tr> <th>Actions</th> <th>Measures</th> </tr> <tr> <td>Teachers read and design a unit of work using scope and sequence</td> <td>Each teacher delivers a unit of work they have designed for their learners</td> </tr> </tbody> </table>	English – Units of Work		Strategic Goal		Teachers use knowledge of students and the Australian Curriculum to plan and deliver version 8.0		Actions	Measures	Teachers read and design a unit of work using scope and sequence	Each teacher delivers a unit of work they have designed for their learners	<ul style="list-style-type: none"> <li>100% Prep to Year 9 staff engaged in Australian Curriculum Version 8.3</li> <li>100% Staff Year 10 – 12 Engaged in Literacy Learning &amp; Numeracy</li> </ul>				
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## Future outlook



**MUDGEE MIGHTY**  
**DUCKS**

### Annual Implementation Plan Honking into 2019

Our commitment to Instructional Leadership at Mudgeeraba State Special School is aligned to the State Schools Strategy 2018 – 2022 and the School Improvement Hierarchy: Staying the Course by Honking:

Every Student Succeeding through executing our course by enacting the School Improvement Agenda using the Collaborative Inquiry Process and driven by Evidenced Based Practice to determine our impact and School Review T2.



**MUDGEERABA**  
STATE SPECIAL SCHOOL



**School Improvement Hierarchy**  
Where we are



**Our Goals for 2019**

**Guiding Questions for our work as Instructional Leaders:**

- How are our students doing in their learning?
- How do I know?
- What are we doing to improve their learning?
- How do we know it's working?



**Inquiry cycle**  
How we learn



**Standards of Evidence**  
What impact we have

**Line of Sight – Instructional Leadership in Action Developing Expert Teams across the P-12 Campus.**



**Endorsement:** Calleen Hips (Principal)    Maure Rowe (School Council)    Kate Bentley (ARD)

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	163	160	157
Girls	55	54	51
Boys	108	106	106
Indigenous	5	12	11
Enrolment continuity (Feb. – Nov.)	94%	96%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. **pre-Prep** is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Students at Mudgeeraba Special School prep to year 12 students are identified through the verification process to have a moderate to severe intellectual disability and other secondary impairments. Students who are enrolled in special schools within Department of Education require specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities and to maximise learning outcomes. Our enrolment at the end of 2018 was 157 students.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	6	6	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

#### Our Approach to Curriculum Delivery

Our goal is to support the quality of life for each of our students with disabilities through lighthouse educational programs, and family and interagency collaboration. Productive partnerships amongst all members of the wider school community are actively encouraged with an emphasis on positive action and communication. Our school aims to offer a personalised learning program to ensure we achieve the highest standards of educational outcomes for each one of our students.

In 2018 our school delivered the Australian Curriculum through the three dimensional design.

#### Prep to Year 9 Australian Curriculum Key Learning Areas:

English

Maths

Science

History

Geography

Health & Physical Learning

The Arts

#### Year 10 – 12 & Extensions Organisers linked to Qld Certificate of Individual Achievement:

Communication & Technologies

Community Citizenship & the Environment

Leisure & Recreation

Personal & Living Dimension

Vocational & Transitional Activities/ Areas of Studying & Learning

Delivered through Certificate 1 Courses: Agrifoods, Hospitality, AVP and Volunteering

## Co-curricular activities

Our school aims to provide the students with real life and life like opportunities to learn and to succeed. As a Positive Behaviour Learning school we explicitly teach our School Values of being Caring, Honest and Respectful.

-  Sunshine Singers
-  Eisteddfod
-  Arts Council Performances
-  Mudgee Mad Dogs Interschool Sports Team for Seniors with other Special Schools in South East Region
-  Personal Development Programs using the Family Planning Disability Teaching Resources
-  Student Council Weekly Program
-  Chaplain Program: Drumbeat, Bee Bots
  
-  Motor Therapy Coordination (4 days per week)
-  MOVE Program delivered by a trained facilitator to support educational access programs for students with multiple impairment
-  DET Therapist programs to consult with class teachers – Physiotherapist, Occupational Therapist and Speech Language Pathologist one day per week.
-  Skills Development/ Work Experience Programs both on campus - horticulture, laundry, hospitality or off campus
-  Leisure and Recreation Programs ie Sailing at Varsity Lakes, Gymnastics
-  Post School Sampling Agencies in Year 12 & Transition
-  Coaching Program – Teacher resources to mentor and coach with class teachers.

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

Technology is a major resource for class programming and in use at our school, we have adopted a range of technology sources to enhance our Pedagogical Framework Dimensions of Teaching and Learning through the High Impact Strategies.

We have access to a wide variety of technology resources using our school grants and supported by submission writing:

-  Interactive Whiteboard Technology 1 in every classroom x 26, 3 in communal spaces
-  7 class and office LED TV
-  Voice Output Devices to support communication programming for pre-intentional and nonverbal students.
-  Class PC access in 27 classes and technology room
-  Computer For Teachers Laptops Program
-  Principal, 2 Deputy and Head of Curriculum 3G Laptops
-  5 x I Phones to improve administration access and staff absence management
-  4 x Mobile phones for Community Outings
-  45 x iPads for class access
-  30 iPods for class access
-  2 iGaze Devices
-  BYOD Policy to support student's Communication Access
-  Ipad for Visitor Sign In

Technical support is offered weekly with, Orange Card teacher aide for 10 hours per week. The Deputy Principal and staff committee oversee the budget to support the upkeep of software and hardware for curriculum purposes.

## Social climate

### Overview

A major strength of our school community is its community spirit. This is strongly evidenced from our data capture. We collect new parent surveys completed each year with new parents to the school and the annual school opinion survey data. Our mantra is to be like a “family”. This was evidenced by an outstanding rating for culture on our Teaching and Learning Audit in 2010 and Discipline Audit in 2014 and maintained in the School Review in 2015 and again this year we strive to uphold this as we move to the last year of our Quadrennial Strategic Plan. Our school provides all students with an educational program that will assist them to develop greater independence and the required skills to optimise their lifelong learning. Our intention is to provide excellence in education through the Australian Curriculum, diverse curriculum offerings that identify and address barriers, acknowledge diversity and develop in our students the knowledge, skills, attitudes and processes to participate equally. We continue to offer specialised services through inclusive practices with students participating in learning in the most appropriate environment not necessarily the classroom. Both student and staff successes are appropriately recognised and celebrated through our class communication book process, school newsletter, Facebook Page, Global Text Messaging, weekly assembly, meetings eg staff, P&C and School Council and One Portal announcements on Sharepoint. Local community members are made aware of the school through gatherings held on campus eg Living Skills Café, Sports Day and My Time Program.

We also have a Wellbeing Committee which includes: Principal, Community Liaison Officer, Guidance Officer, School Chaplain and EQ Registered Nurse. We have maintained our “My Time” Playgroup Australia parent support program to reach out to our families socially and professionally. We also have an active Positive Behaviour Learning (PBL) Committee to build explicit weekly instruction into our curriculum planning delivered weekly to students.

### Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	100%	100%
• this is a good school (S2035)	97%	100%	100%
• their child likes being at this school* (S2001)	97%	100%	100%
• their child feels safe at this school* (S2002)	97%	100%	100%
• their child's learning needs are being met at this school* (S2003)	97%	100%	100%
• their child is making good progress at this school* (S2004)	97%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	98%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
• teachers at this school treat students fairly* (S2008)	97%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
• this school works with them to support their child's learning* (S2010)	97%	100%	100%
• this school takes parents' opinions seriously* (S2011)	97%	96%	100%
• student behaviour is well managed at this school* (S2012)	97%	100%	98%
• this school looks for ways to improve* (S2013)	97%	96%	100%
• this school is well maintained* (S2014)	97%	100%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	95%	96%
• they feel that their school is a safe place in which to work (S2070)	93%	93%	94%
• they receive useful feedback about their work at their school (S2071)	97%	98%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	97%
• students are encouraged to do their best at their school (S2072)	100%	99%	100%
• students are treated fairly at their school (S2073)	100%	99%	99%
• student behaviour is well managed at their school (S2074)	95%	98%	94%
• staff are well supported at their school (S2075)	97%	94%	89%
• their school takes staff opinions seriously (S2076)	93%	93%	87%
• their school looks for ways to improve (S2077)	100%	100%	99%
• their school is well maintained (S2078)	95%	98%	97%
• their school gives them opportunities to do interesting things (S2079)	100%	99%	99%

Percentage of school staff who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Community partnerships are a must for the success of our students' futures. We welcome parents and carers into the school and celebrate each term a range of whole school or team events to encourage parental/ carer involvement. The greatest strength is our Wellbeing Team: Parent Liaison Officer, Guidance Officer, EQ Registered Nurse, School Chaplain and Principal/ Rehabilitation Officer to support the wellbeing of students, families/ carers and staff in the educational community at Mudgeeraba Special School.

Some of our community activities include: Somerset Literature Festival with a local private school, Biannual Concert, Burleigh Heads Annual Fun Run, Sports Day, Mothers'/ Fathers'/ Special Person Days, weekly Living Skills Cafe etc.

Each year our Senior School Coordinator links us with Fresh Futures Expo with Government and Non-government agencies in attendance eg NDIAS agencies, Disability Services Qld, Centrelink. The concept is to create a "One Stop Shop" for families. We aim to link this to our Next Steps Data by delivering quality access to Post School Options services. Our My Time Coordinator and the Business Manager have also maintained "My Time" for parents which is funded from Playgroup Australia for families with students up to 16 years of age. Through this program we have provided parent workshops a couple of times a term: NDIS Information Session, Family Planning Qld, MSSS Curriculum and Assessment Schedule, MAPA, Healthy Eating.

Our school has a strong volunteer program managed by one of the Deputy Principal and School Chaplain supporting and operating a range of activities: Positive Behaviour Support, Support A Reader/ Ready Reader.

Reporting processes: Prep to Year 9 ICP – Individual Curriculum Plan/ Year 10 – 12 and Extension PFAP – Personal Future Action Plan are conducted as interviews and forwarded reports in March and August of each year. School Reports are forwarded in June and December of each year at the completion of each semester. Interviews are offered to all families. We have also incorporated other framework tools to support families like PATH (Planning Alternates for Tomorrow Hope) and Contribution Charts. We believe strongly in the stakeholder approach to deliver positive student outcomes. We do believe it takes a "Whole Village to Educate a Child".

Communication is encouraged on a daily basis through a Communication Book, telephone call, Global Text Messaging system, School Facebook page or an email to increase home school relations.

Our governance includes P&C Association, School Council reinvigoration since becoming an Independent Public School and committee structures eg Positive Behaviour Learning to include parents and carers in school decision making.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These include:

-  Family Planning for Disability resources
-  Positive Behaviour Learning
-  Anxiety Scale
-  Sensory Profiles
-  School Chaplain Programs

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	0	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

As per our Annual Implementation Plan and Strategic Planning direction our school focuses on reducing our environmental footprint. Our school has a water efficiency installation to reduce water usage, solar panels to reduce electricity output on E Block and a number of water tanks for our horticulture programs. Apart from government initiatives we have taken up on our student council actively encourages the reduction of our environmental footprint.

The Student Council body and Senior School students collect recycling each week from classrooms, produced posters to assist staff to turn off lights and air conditioners when not in use and presents on assembly a range of helpful hints like nude lunches, the recycle and reuse message. The Horticulture Team engaged in Agrifoods Certificate 1 Course encourages sustainable activities eg mulching our gardens, planting new trees from donated rate notices and using water from our water tanks each Wednesday morning. In 2019 we have been approved as a Container Recycling School through P&C Qld.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	164,967	175,854	178,212
Water (kL)	827	1,272	10,507

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	50	<5
Full-time equivalents	40	31	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	0
Bachelor degree	0
Diploma	0
Certificate	3

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$90 006.59

The total funds expended on teacher professional development in 2018 were;

204400	Professional Development	\$56,385
204410	Professional Development - Aspiring Leaders	\$5,616.54
204411	Professional Development - Healthy & Safe Workplace	\$305.05
204415	Professional Development - Beginning Teachers Mentor Program	\$4769
207012	Investing For Success: Senior School	\$15000.00
207012	Investing For Success: Balanced Literacy	\$6400.00
207012	Investing For Success: English AC V8.3 Delivery	\$6300.00

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken

- Three weekly team Professional learning community meeting with School Improvement focus
- Balanced Literacy
- Words Our Way
- Compliance Training
- Afternoon Shindigs after school with a focus from Developing Performance Plan meetings with staff
- Professional Learning Days focussed on School Improvement Agenda

The major professional development initiatives are as follows:

- Coaching
- PODD
- Balanced Literacy Writing and Reading
- Aspiring Leadership: Conversational Intelligence
- MAPA

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	87%	86%	85%
Attendance rate for Indigenous** students at this school	88%	82%	72%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

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

Year level	2016	2017	2018
Prep	80%	77%	88%
Year 1	87%	91%	80%
Year 2	83%	85%	86%
Year 3	86%	83%	92%
Year 4	90%	83%	82%
Year 5	90%	88%	90%
Year 6	88%	86%	83%

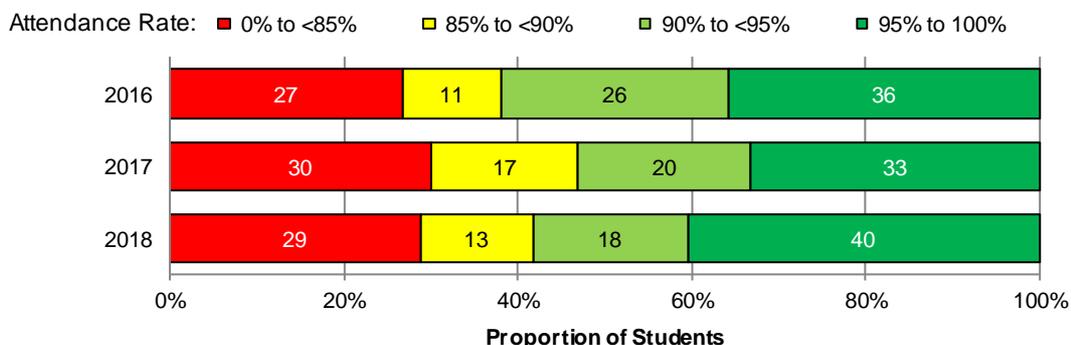
Year level	2016	2017	2018
Year 7	90%	86%	82%
Year 8	92%	89%	83%
Year 9	70%	85%	92%
Year 10	94%	63%	84%
Year 11	90%	89%	61%
Year 12	84%	89%	86%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is not deemed a major issue at Mudgeeraba Special School as students are very vulnerable with medical conditions. Families/ carers are very good at corresponding with the school when their children are sick, attending medical or therapy appointments or on holidays. If a child was absent for more than one day without correspondence either the teacher or the administration team would contact the family/ carer that day via text message. If a student is absent long term due to poor health we forward a card or correspondence and usually a staff member does a home or hospital visit. An increased number of families are using the school formalised Communication Diary, Q Parents App and Dojos to communicate their whereabouts.

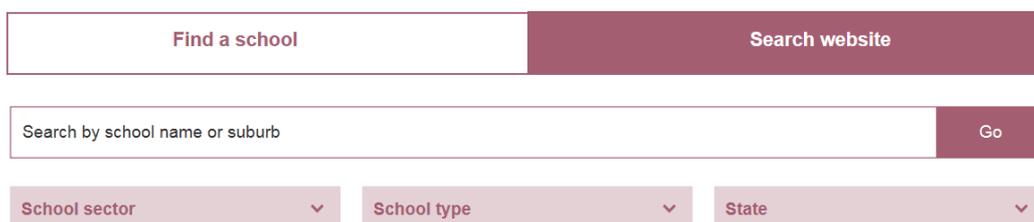
## NAPLAN

Not applicable for Mudgeeraba Special School.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band (not applicable)
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	18	15	9
Number of students awarded a QCIA	18	14	9
Percentage of Indigenous students who received an OP	N/A	N/A	N/A
Number of students awarded one or more VET qualifications (including SAT)	0	1	3
Number of students awarded a VET Certificate II or above	0	1	1
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%	7%	33%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	3
Certificate II	0	1	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate 1 Agrifoods and Hospitality achieved.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		238%	233%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		0%	

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

### **Conclusion:**

We conclude with elaborating on the benefits and impacts for our schools since being approved as an Independent Public School.

#### Accountability:

- As Principal I am more accountable to the school community which is positive outcome
- Delivering the Australian Curriculum has given Special Schools more accountability for student learning outcomes.
- The Local Coordinating Council: QTU, United Voice and Together Union Representatives strongly voice the levels of communication and delegation which has increased leadership capacity within the school on a greater level again since becoming part of the Independent Public School agenda.

#### Autonomy:

- Direct access to the School Performance Team and Director General to gain clarity and advice on innovative practices
- Connections with the Legal Branch to clarify and investigate new possibilities. They have assisted with Senior School Entrepreneur Program eg Senior School Markets
- Increase in delegations and line of site through line management and roles and responsibilities with Middle Managers: Deputy Principals, Head of Curriculum and Workplace Reform additional position, Teacher and Teacher Aide Team Leaders and community governance program with a very active P&C Association, development of School Council and community engagement with School Chaplain and Community Liaison Officer.

#### Flexibility:

- Greater control with the delegation processes to maximise the budgeting and management processes to ensure targeted resources are in place for student learning and school programs.
- The additional \$50 000 IPS grant has certainly increased capacity as the Investing for Success is not weighted against complexity only full time equivalent numbers.
- This extends to the P&C Association grant and fundraising component that has maximised our global budgeting capacity.

#### Less Bureaucracy:

- The Independent Public School methodology and leadership mindset has reduced red tape and the opportunity the 250 current schools have is to trial and review new ways to focus on student learning versus unproductive measures of accountabilities.

#### Partnerships and Alliances:

- The school had recognised partners prior to Independent Public School recognition however it has been the impetus for driving real and embedded new opportunities.
- We have strong links with the business community and disability agencies for student learning, skill development programs and leisure and recreational activities.
- We investigated with Palm Beach Currumbin SHS their alliance following our first meeting in Term 1, 2018. We launched our own Partnership Alliance in Term 4 with 55 guests attending and fruitful links that followed and our 2018 meeting has generated interest from six businesses and agencies to partner at one of the six Partnership Levels. These funds will contribute to the five Certificate Programs and Trade Training Centre in Senior School.

#### Innovation:

We have explored lighthouse approaches to student learning outcomes. ie

- The development of the Trade Training Centre and five Certificate Courses has enriched the Senior School delivery.

- Development of our STEAM Program with an emphasis on the Arts with school human resources and grants funding our Music Therapy and Art Programs and the redevelopment of our Snoezelen Room and Assistive Technology Lab to incorporate sensory resources to ensure differentiated learning.

#### Governance:

- We have had a strong involvement with community engagement through our P&C Association, school created Community Liaisons Officer position and partly funded School Chaplain which was recognised in our IPS application.
- We are in the formative stages of establishing our School Council. In this interim, as P&C President, I meet with the Principal each fortnight and on other occasions as required to discuss, inter alia, strategic matters on the future directions of our school. I have been involved in all IPS conferences and planning sessions involving the staff.

#### Human Resources and Employment:

- More flexibility in managing staffing resources within the parameters of the school allocation, budget and partnerships.
- Involvement with the other five special schools in the selection of staff through transfer processes and building our own capacity through mentor programs and practicum arrangements with the universities.

#### Strengths:

- School staff continue to recognise the benefits of the IPS to our school community over the past 18 months and fully embrace the continuations. This is reinforced at termly LCC meetings and was heard strongly at meetings held with union representatives.

The benefits outlined above have resulted in more efficient and effective operations within our school. This has enabled the staff to devote more attention to the Australian Curriculum and Certificate Courses in educating our students and achieving better skills and outcomes as evidenced by the cyclical student data capture.