Gympie Special School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Gympie Special School aims for all students and staff to learn in an environment that is designed to ensure we are all *'moving forward, learning together'*. Our school provides education for students who are 5-17 years of age who have an intellectual disability. Students may have additional disabilities including an Autistic Spectrum Disorder, a hearing impairment, a visual impairment and/or a physical impairment. Emphasis is placed on differentiating curriculum planning and delivery to ensure that all students access the Australian Curriculum. All students attending our school require an Individualised Curriculum Program (ICP) differentiated to meet their specific learning needs.

The core beliefs that 'we are all learners' and that 'all students can learn' is fundamental to the values we hold as a school community.

Our school is committed to working closely with students, parents and the community to improve students' learning outcomes. Teachers actively build effective relationships with each student and their family. The following S.M.A.R.T. values are incorporated into teaching and learning within classrooms and partnerships with parents to ensure a holistic approach that recognises the uniqueness and giftedness of individuals and the need to provide learning opportunities that enable students to reach their fullest potential.

> Self-advocacy
> Moving forwards towards independence
> Always a learner
> Resilience
> Togetherness and getting along

We celebrate the achievement and personal growth of students, teachers and parents. We build and create staff job satisfaction and enjoyment through working collaboratively, positively and responsibly as a team.

Gympie Special School is a Positive Behaviour for Learning Community. Our school expectations include: I AM ALEARNER, I AM SAFE, and I AM RESPECTFUL.

School progress towards its goals in 2018

2018 has seen a continuation in Gympie Special School's improvement journey. The completion of the school review process (conducted by the School Improvement Unit) was a validation of the direction and focus the school had undertaken to achieve great outcomes for students and staff and to ensure the systematic delivery of the Australian Curriculum for all students.

The school identified an Explicit Improvement Agenda that focused on:

- Development of data literacy skills of teachers and school leaders to improve student learning outcomes
- Development and implementation of a whole school approach to teaching literacy (Balanced Literacy) and use of AAC.
- Develop consistency of practice and clear expectations for the implementation of positive behaviours for learning (PBL) across the school.
- Use collaborative practices, provision of feedback, PLCs and coaching and mentoring opportunities for teachers and teacher aides to improve teaching practices.

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Progress report:

1. Development of data literacy skills of teachers and school leaders to improve student learning outcomes.		
Actions	**Targets**	**Progress**
Development of whole school data plan to inform curriculum decision making teaching, learning and reporting cycle.	Clear links between data gathered and students' learning goals are evident in 100% of ICP's and SET Plans.	Achieved
Scheduled training for staff in the use of data gathering tools as per data plan and the interpretation of and application of assessment results to inform curriculum decision making.	Targeted PD and coaching undertaken by 100% of teachers and leaders.	Achieved
Scheduled reviews and analysis of data implemented within the teaching, learning and reporting cycle.	Whole school data sets are examined and interpreted to inform teaching and learning by 100% of teachers and school leaders.	Ongoing- additional data conversations included in the teaching and learning cycle.
Analysis of trends in attendance data at the whole school, class and individual student level and implementation of strategies to increase student attendance.	Student attendance policy for school developed and implemented in alignment with EQ policy. Headline indicators for '*attendance*' and '*attendance rate'* in the 'orange'.	Ongoing
Systematic response to identified areas for improvement as identified in School Opinion Survey.	Collaboration with staff and community to identify improvement strategies across targeted areas with less than 70% agreement.	Ongoing
One School behaviour data to be reviewed by PBL team on a monthly basis. Feedback to GO/DP/Principal for review.	Individualised behaviour support plans developed and implemented in response to individual student data sourced from OneSchool.	Achieved

2. Development and implementation of a whole school approach to teaching literacy (Balanced Literacy). Staff development in the use of the PODD to enhance student communication skills when using AAC.		
Actions	**Targets**	**Progress**
Master teacher role utilised to embed the use of Pragmatic Organisation Dynamic Display (PODD) across the school and with parents.	Targeted PD undertaken by 100% of teachers, teacher aides and leaders. Training opportunities in the use of PODD provided to parents once per term.	Achieved
Networks to be established across like schools for the sharing and development of Augmentative and Alternative Communication (AAC) practice.	PD visits for 100% members of school staff to other classrooms and/or other schools.	Achieved
Enable teachers and teacher aides to engage in effective professional learning opportunities to improve teaching practices in AAC communication and Building Blocks/4 Blocks literacy development and instruction.	95% + agreement on the staff SOS *(S2086- I have access to quality professional development).* Structured Building Blocks/4 Blocks literacy pedagogy embedded across 100% of classrooms. PODD is utilised across the school for students for both expressive and receptive communication for identified students.	Ongoing – 90% agreement on the 2018 staff SOS

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3. Develop consistency of practice and clear expectations for the implementation of positive behaviours for learning (PBL) across the school.

Actions	Targets	Progress
Enable teachers and teacher aides to implement effective strategies to improve teaching practices in Positive Behaviour for learning.	Essential Skills for Classroom Management training delivered to 100% of teachers and teacher aides.	Achieved
	PLC developed to imbed and enhance school wide PBL practices and expectations.	Ongoing
	95% + agreement on staff SOS (S2074- Student behaviour is well managed at this school)	Ongoing- 86.7% agreement on 2018 staff SOS
	Weekly PBL lessons delivered in 100% of classrooms as indicated by PBL teaching/learning sequence.	Achieved

4. Use collaborative practices, provision of feedback, PLCs and coaching and mentoring opportunities for teachers and teacher aides to improve teaching practices.

Actions	Targets	Progress
Provide time for teaching staff to plan effectively and collaboratively using data to inform the differentiated teaching and learning programs aligned to the Australian Curriculum.	100% teachers using the school-based data plan to determine curriculum decision making for individual students. 95%+ agreement on SOS (S3221 – Staff at my school work as a team to deliver improved outcomes).	Achieved
Develop structures including the use of peer observation, feedback, mentoring and coaching and PLCs that enable teachers and teacher aides to engage in observation and discussion of effective teaching and learning both within the school and across other education sites.	95%+ agreement on the staff SOS (S2071- I receive useful feedback about my work at this school)	Ongoing – 83.3%agreement on the 2018 staff SOS
Provide opportunities for staff to engage in moderation within the school for the purposes of curriculum decision making and reporting.	4 formal moderation sessions throughout the school year actioned as scheduled in assessment and learning calendar.	Achieved
Develop a systematic approach to the use of Professional Learning Communities to engage teachers and teacher aides in improving teaching and learning.	95% + agreement on the staff SOS (S2086- I have access to quality professional development).	Ongoing – 90% agreement on the 2018 staff SOS
Use of *Annual Performance Review* and *Developing Performance Framework* to support careers and capability development and to drive the school improvement agenda.	100% of staff have APR/ DPF aligned to school improvement plan.	Achieved

A formal feedback system for both staff and students for development and implementation in 2019-2020 was researched during 2018. In 2018 the classroom focus for feedback was the deprivatisation of teaching practice using the engagement of a data and literacy coach who worked with teachers in classrooms and the consistent engagement of school leaders in classrooms. Collaboration between teachers was scaffolded using dedicated time off line in teaching cohorts to plan for curriculum delivery. PLCs were not developed during 2018 as staff indicated a preference for the dedication of collaborative meetings as professional learning opportunities to enhance whole school priorities. Teacher aides in particular undertook to engage in professional learning to enhance their understanding of data use and specialised pedagogies.

Future outlook

During 2019, Gympie Special School is committed to consolidating the learning undertaken by staff during 2018 and ensuring that improvements in pedagogy and student outcomes are our focus.

The 2019 Explicit Improvement Agenda is a continuation of the focus areas identified in 2018 – (See 'Gympie's Gold')

The future focus areas for development at Gympie Special School are detailed in the 2019 AIP. The following provides an AIP snapshot overview.

2018 has also seen the continued enhancement of facilities and dedicated teaching and learning spaces that provide extended options for student engagement. These include the development of a café for senior student studies, a maker space encapsulating STEM and Visual Arts and a redeveloped gym.

Looking forward towards 2022, following on from the 2018 School Review, a strategic plan has been developed that identifies key improvement strategies and timeline targets for the implementation of these.

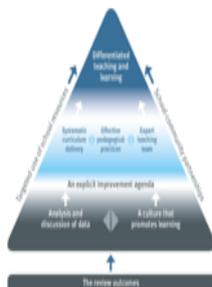# Gympie Special School - Strategic Plan 2019 - 2022

Key Improvement Strategies

- Develop and implement a whole-school curriculum framework aligned to the implementation of the full AC as stated in the P-12 curriculum, assessment and reporting framework (P-12 CARF).
- Collaboratively review and redevelop the pedagogical framework that informs and underpins the signature teaching practices across the school.
- Formalise and implement differentiated coaching, observation and feedback processes to further develop the capability of all staff members.
- Review the appropriateness of current data collection tools to inform the development of a whole-school data plan.
- Develop a workforce plan with key regional personnel to further build an expert teaching team to deliver the school's improvement agenda.

Domains of National School Improvement Tool	Improvement Strategies for consultation with region and school community for planning period 2018 - 2021	2019	2020	2021	2022
An Explicit Improvement Agenda	• Develop clear monitoring and tracking processes for the explicit targets aligned to the achievement of the improvement agenda.				
	• Clearly document roles responsibilities and accountabilities linked to each target area within the AIP.				
Analysis and Discussion of Data	• Review the appropriateness of current data collection tools to inform the development of a whole-school data plan.				
	• Develop the skills of staff members in the effective administration of assessment tools and in the analysis and interpretation of assessment data to inform curriculum planning and differentiated pedagogy.				
A culture that promotes learning	• Further embed the school's PBL program including processes and strategies for complex behaviour support.				
Targeted use of School Resources	• Develop a workforce plan with key regional personnel to further build an expert teaching team to deliver the school's improvement agenda.				
An expert teacher team	• Further develop strategies for teachers to share good practice and learn from each other.				
Systemic Curriculum delivery	• Develop and implement a whole-school curriculum framework aligned to the implementation of the full AC as stated in the P-12 CARF.				
	• Provide frequent and ongoing PD to support teachers to build their deep knowledge and understanding of the AC.				
	• Develop QA processes to ensure that the mandated curriculum is being enacted in all classrooms.				
Differentiated teaching and learning	• Expand the display and utilisation of student learning goals and feedback across the school.				
	• Develop a school-wide process for the documentation of differentiation in teacher planning.				
Effective Pedagogical practices	• Collaboratively review and redevelop the pedagogical framework that informs and underpins the signature teaching practices across the school.				
	• Formalise and implement differentiated coaching, observation and feedback processes to further develop the capability of all staff members.				
School Community Partnerships	• Develop a range of formalised partnerships with local businesses and organisations to support the learning of students and their preparation for life after school.				
	• Develop broader networks with schools on similar education journeys and with organisations that will bring benefit to the learning of students and the professional practice of staff.				

KEY: ○ Preparing   ○ Actioning   ○ Embedding

APPROVAL/ENDORSEMENT PROCESS
A Review of the Strategic Plan 2015 – 2018 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2019 - 2022 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Principal	P&C Representative	Assistant Regional Director School Improvement
KKelly		Jamelle Reid

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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	58	65	57
Girls	13	15	13
Boys	45	50	44
Indigenous	3	4	4
Enrolment continuity (Feb. – Nov.)	95%	90%	88%

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

Gympie Special School caters for students who present with a diverse range of abilities and support needs.s. All students in the school have a verified Intellectual Disability and many have additional impairments such as Autistic Spectrum Disorder, Physical, Hearing or Vision Impairment.
Many students travel from the rural surrounds of Gympie and travel considerable distance to access the specialised setting of the Special School.
The student body has been organised into four sectors – Early Years, Senior Primary, Junior Secondary and Senior Secondary.
60% of students have significant communication difficulties and use AAC either expressively or receptively.
60% of students from prep to year 10 also access Highly Individualised Curriculum delivery.
An established trend is the prevalence of male students.
Our students' families are representative of the local demographic environment which has a significant number of families who struggle with employment and finances. The school has enabled the choice of direct to school Centrelink payments to assist parents and carers to contribute to the School Resource Scheme.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	6	5-7	5
Year 4 – Year 6	6	5-7	5-7
Year 7 – Year 10	7	6-7	6-7
Year 11 – Year 12	7	6-7	7-8

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

During 2018, Gympie Special School provided specialised education programs that enabled students with disabilities to access the Australian Curriculum and to develop skills for life including communication, social and emotional development and vocational skills.
Our school works with students and their families to provide a safe and supportive environment that has an emphasis on high expectations, the sharing of information and respectful and trusting relationships. To enact this the following were implemented:

- Evidence based pedagogy of Balanced Literacy.
- Strong communication focus with access to AAC strategies including iPads, PODD, PECS, keyword signing and ProLoQuo2Go.
- Relevant, authentic, diagnostic tools and assessment practices.
- Students from prep to year 10 engaged in subjects within the Australian Curriculum across 2018 including English, Maths, HASS, Science, The Arts, HPE and Design and Technology.
- ICPs for students in prep to year 10 are developed by teachers in collaboration with parents, therapists and stakeholders.
- Moderation of formative assessments to determine curriculum access and moderation of summative tasks to endure accurate reporting of student achievement.
- Students in year 11 and 12 accessed highly individualised learning programs based on the Guidelines for Individual Learning as developed in their Senior Education and Training Plan (SET).
- Students in senior school accessed work experience and certificate courses at TAFE as identified in SET and P.A.T.H plans.
- Implementation of P.A.T.H (Planning Alternate Tomorrows with Hope) with senior students and their families.
- Development of data driven student goals, curriculum planning and ICPs.
- HPE programs inclusive of swimming and horse riding.
- Enhanced access to Information Technologies through the use of Interactive White Boards, iPads, access to the internet and classroom computers to improve student learning outcomes.

Co-curricular activities

The school offers a range of activities that enrich the learning experiences of our students and consolidate the learning behaviours which are expected and reinforced within classrooms.
These included:

- School Choir
- Special event days including Book Parades and learning celebrations.

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- Community based learning linked to curriculum that enhances skills for life.
- School camps
- Sports Day
- Student Council
- School tuckshop designed and delivered by senior students
- Sporting Schools options
- Senior school formal

How information and communication technologies are used to assist learning

A range of ICTs were used to support students to access the curriculum and a comprehensive directory of approved APPs has been developed by the school to ensure that all ICT use is learning focused and has direct links to curriculum delivered in the classroom.

All teachers and students have access to interactive whiteboards and/or screens and iPads are distributed across all classes.

Specialised APPs for iPads were used for communication purposes (speech generating devices) and a range of switches were recommended by therapists for individual students. Trials of specialised technologies throughout the year included eye gaze technology and development of 'alternative pencils' for literacy access. Teachers and teacher aides developed skills in the use of 'Boardmaker' and 'Communicate in Print' to support the visual learning styles of students. Programs such as 'Clicker' and 'Book Creator' were used to support students to demonstrate understanding of concepts.

Social climate

Overview

High expectations for student learning and staff development to deliver high quality teaching and learning was enhanced through a supportive, safe school environment in which all students were supported to achieve their potential to function as valued members of society. The social climate of the school was focused on achieving this goal through:
- Implementing the School Responsible Behaviour Plan for students to provide a safe environment and clear behavioural expectations for all students.
- Providing strong educational leadership by providing engaging and enriching programs.
- A framework for supporting student behaviour by focussing on the needs of each individual through PB4L.
- Development and implementation of explicit PBL lessons and the use of a school mascot to reinforce expectations and celebrate successes.
- The school expectations of *I am Safe, I am Respectful* and *I am a Learner.*
- Maintaining effective partnerships with parents and carers.
- The development of Individual Behaviour Support Plans with parents for identified students.
- Up-skilling of staff in ESCM assisting in the provision of a whole school approach to supporting positive behaviour which promotes consistency across the school.
- Effective data collection and analysis of student behaviour.
- Encouraging students to self-regulate their behaviour using restorative practices.
- The school chaplaincy program.

Parent, student and staff satisfaction

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	86%	67%	100%
• this is a good school (S2035)	100%	89%	100%
• their child likes being at this school* (S2001)	100%	78%	92%
• their child feels safe at this school* (S2002)	100%	88%	100%
• their child's learning needs are being met at this school* (S2003)	100%	67%	100%
• their child is making good progress at this school* (S2004)	75%	89%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	89%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	67%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	78%	100%
• teachers at this school treat students fairly* (S2008)	100%	88%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	78%	92%
• this school works with them to support their child's learning* (S2010)	100%	67%	100%
• this school takes parents' opinions seriously* (S2011)	88%	78%	100%
• student behaviour is well managed at this school* (S2012)	100%	88%	92%
• this school looks for ways to improve* (S2013)	100%	78%	100%
• this school is well maintained* (S2014)	100%	89%	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.

Percentage of students who agree# that:	2016	2017	2018
• 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)			

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Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)			

* 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)	97%	94%	97%
• they feel that their school is a safe place in which to work (S2070)	84%	94%	77%
• they receive useful feedback about their work at their school (S2071)	84%	85%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	88%
• students are encouraged to do their best at their school (S2072)	90%	97%	97%
• students are treated fairly at their school (S2073)	90%	91%	97%
• student behaviour is well managed at their school (S2074)	84%	86%	87%
• staff are well supported at their school (S2075)	81%	77%	77%
• their school takes staff opinions seriously (S2076)	77%	83%	90%
• their school looks for ways to improve (S2077)	91%	91%	90%
• their school is well maintained (S2078)	84%	89%	97%
• their school gives them opportunities to do interesting things (S2079)	88%	80%	90%

* 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

A Parent and Community Engagement Framework was implemented within the school. There is an explicit expectation that communication books used by teachers to share information specific to student's learning are used daily. Teachers are encouraged to regularly phone parents and share celebrations of students learning and progress.

A schedule of events for parents to engage in classroom learning and special events is published and referred to regularly. Parents have been welcomed into the school as volunteers and actively support student reading and the development of resources for the delivery of our literacy pedagogy.

Specific engagement activities include:

- ICPs, PATHs and SET Plans are developed in collaboration with parents.
- Case conferencing
- Parents and families welcome at weekly parade (parents advised of students receiving awards)
- The Parents and Citizens (P&C) Association meets monthly.
- Parents invited to workshops and information sessions.
- Parents invited to school walkthroughs.
- Parents invited to special events.
- Our Adopt-A-Cop visits parades and has a regular visible presence in the school to support positive relationships with students.
- Redevelopment of the school website and development of GSS Facebook page.

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Respectful relationships education programs

Gympie Special School has implemented programs that focus on appropriate, respectful, equitable and healthy relationships. This is reinforced by the reinforcement and celebration of our school wide Positive Behaviours for Learning. Student wellbeing is viewed through the lens of the *Wheel of Wellbeing* and activities are designed and implemented to ensure students engage in learning that is focussed on: **body**- be active, **mind**- keep learning, **spirit**- give, **people**- connect, **place**- take notice and **planet**- care.

Engagement in the Student Council has proven an enriching learning experience for students who have organised a range of whole school activities to demonstrate care for others.

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	1	6	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	2	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

Air conditioning is used in classrooms wisely in response to the weather conditions in the area. Water usage is monitored and electrical appliances are switched off when not in use. Resilient plants which require minimal water are used in school landscaping. Gardens are mulched and refuse is separated for recycling and general garbage collection.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	131,464	56,028	113,632
Water (kL)			Excess water charges $401.56

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.

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

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

Note:

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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	25	<5
Full-time equivalents	15	14	<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	
Masters	4
Graduate Diploma etc.*	4
Bachelor degree	7
Diploma	4
Certificate	

*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 $26 067.

The major professional development initiatives are as follows:

- PATH training
- School support staff training including Learning Circles, Cleaners training, BM management courses
- Leadership coaching including attendance at QUT courses.
- School based PD each Tuesday afternoon with a focus on curriculum and pedagogy; Data analysis, Balanced literacy, Differentiation, Moderation
- PODD workshops
- QASEL conference
- Team TEACH training
- Fire safety training, Asbestos training, First Aid, CPR
- Manual Handling training
- DET Mandatory training modules

- Interschool visits as per I4S plan for both teachers and teacher aides
- 'Leaders in Learning' – capacity building, school-based sessions.

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%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	90%	87%	84%
Attendance rate for Indigenous** students at this school	80%	88%	73%

* 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.

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

Year level	2016	2017	2018
Prep	79%	87%	66%
Year 1	95%	58%	89%
Year 2	90%	94%	DW
Year 3	90%	78%	90%
Year 4	92%	95%	86%
Year 5	97%	93%	93%
Year 6	88%	99%	87%

Year level	2016	2017	2018
Year 7	89%	92%	94%
Year 8	81%	93%	82%
Year 9	89%	82%	84%
Year 10	90%	90%	85%
Year 11	93%	83%	76%
Year 12	100%	84%	81%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. 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).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
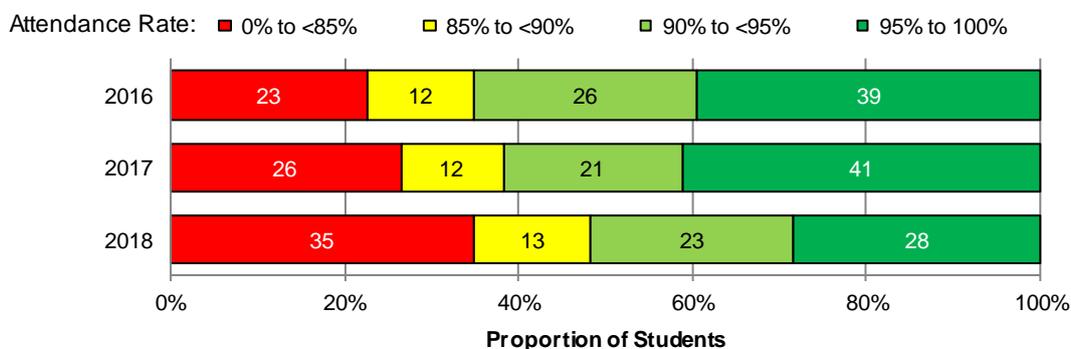
Description of how this school manages non-attendance

Non attendance at Gympie Special School is managed 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.

Parents contact the school when a student is absent and are encouraged to identify the reason. If a student is not present and the reason is unexplained, the admin staff contact the parent on a daily basis . Staff meet the students at the front gate of the school and absence is monitored when taxis/cars arrive. Rolls are marked in the classrooms 2 x daily according to the policy and absenteeism is monitored. Long absences and poor attendance are addressed by the leadership team according to policy.

Absences are considered on an individual basis. In those cases where students have medical conditions which impact on their ability to attend on a regular basis, consistent contact is kept with parents. At times, individual case conferences are used to support families to increase student attendance rates. At these times community agencies may be engaged to assist families with identified factors which may be impacting on student attendance.
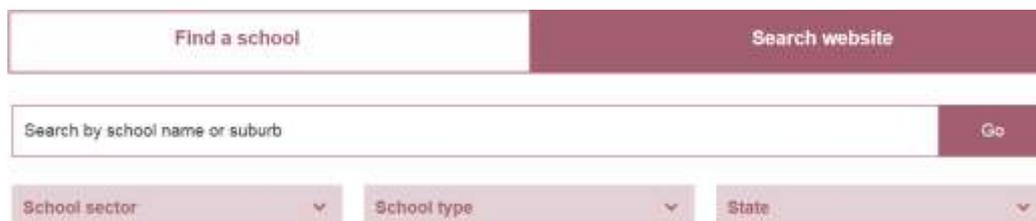
Students with exemplary attendance receive an award on presentation evening to celebrate their achievement. Regular updates on the importance of attendance are placed in the school newsletter and on the school noticeboard.

NAPLAN

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.

Find a school	Search website
Search by school name or suburb	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 'NAPLAN' to access the school NAPLAN information.

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

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
- 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.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement		6	6
Number of students awarded a QCIA		6	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12		0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP		0	0

Queensland Government

Description	2016	2017	2018
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)		0	0
Number of students awarded a VET Certificate II or above		0	4
Number of students who were completing/continuing a SAT		0	0
Number of students awarded an IBD		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
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%	0%
Percentage of QTAC applicants who received a tertiary offer.			

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 14: Overall Position (OP)

OP band	2016	2017	2018
1-5		0	0
6-10		0	0
11-15		0	0
16-20		0	0
21-25		0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I		0	0
Certificate II		0	4
Certificate III or above		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).

During 2018 Gympie Special School, 3 students successfully completed Certificate II in Kitchen Operations and 1 student completed a Certificate II in Automotive Vocational Preparation at TAFE.

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		140%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

Notes:

1. 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%).

2. *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.gympiespecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx