



# Darling Point Special School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Darling Point Special School - a Queensland State Secondary Schools Showcase Winner in 2004 - maximises outcomes and life quality for students with disabilities. Values and research-based practices define programs for students to Year 12. Authentic curriculum reflects the Australian Curriculum with an emphasis on functional priorities, whilst addressing disability-specific needs. Developmental programs include communication, adaptive technologies, life skills, play and leisure skills, and personal development. Programs with specialist curriculum teachers working within a co-teaching model with special education teachers include art with an annual art show, horticulture, hospitality including an on-campus coffee shop, manual arts and construction, music, creative industries including ceramics, pottery and weaving, physical education including kayaking, swimming, athletics, cricket and touch football, photography and a scout troupe.

Positive behaviour support is embedded to maximise life quality through environmental and positive supports, skill development, and non-aversive management practices. Support groups, outside school hours care, wrap-around interagency collaboration, social worker, youth worker and chaplaincy support options within the school's wellbeing team enhance the school's assistance for students within their family and community groups.

Darling Point Special School emphasises values-based leadership and management. The school's shared values, developed collaboratively across the school community are Diligence, Resilience, Ethics, Audacity, Mateship and give rise to the school's Code of Behaviour. The school song, 'Keep a Dream in Your Pocket' assists in reinforcing these shared values through the acronym DREAM.

## Principal's Forward

### Introduction

This Annual Report for Darling Point Special School documents the strategic and operational focus of the School during the 2016 School year, providing evidence to inform Government, the wider community, staff and current and future parents/carers of Darling Point Special School. Particularly, the report shares the activities and progress towards the targets derived from the school's quadrennial strategic review and confirms achievements to end 2016 as well as strategic and operational priorities going forward.

The earlier sections of the report aim to set the scene so that readers develop an understanding of the School's priorities and the reasons and benefits for differentiated leadership, teaching and learning. This report gives insights into ways that the School team – leaders, guidance officer, teachers, therapists, social worker, nurse, support staff, and parent leaders, work together to foster a learning community, a strong School reputation, focused advocacy to garner support for our work, and continual improvement of relationships, leadership, management, curriculum, targeted teaching and learning, resources, facilities, and partnerships with government, universities, schools, business and industry.

I am pleased to commend the school's emphasis on values and evidence-based practices as well as commitment to research that explores experimental approaches and new ideas. This report provides a sharp focus on the achievements of the professional, talented, diverse, skilled and dedicated team of this Independent Public Schools.

The passion, good humour and expertise across the Darling Point team and the mutual support of our work by families, agencies and government at all levels achieves high level outcomes and strong positive learning trajectories by our students. The opportunity to work alongside an interested and wise School Council who function as a 'guide on the side' and to lead a team who collaborate and share knowledge, skills, expertise and ideas, fostering learning and life quality for our students with disabilities, is a privilege not always afforded School leaders.

This report provides evidence of the School's achievement of goals and targets established in the four-year strategic plan 2015 – 2019, and the 2016 annual implementation plan. Included also information regarding the future outlook for the School.

## School Progress towards its goals in 2016

PRIORITIES	PROGRESS AND ACHIEVEMENTS
<b>Systematic Curriculum</b>	
<b>Culture that promotes learning</b>	
School curriculum	<p>Mapped against the national and state mandates</p> <p>Teacher confidence in knowledge and application of endorsed curriculum is stronger and better informed</p> <p>Priorities are known and integrated into practice across the teaching team</p> <p>Guided Individual Learning (GIL) criteria and Registered VET course criteria are integrated into senior phase learning priorities as applicable to student need, interest and strengths</p> <p>All students work towards individual goals and targets within Individual Curriculum plans at least in English and Mathematics</p> <p>Explicit links between curriculum and home and community experiences more overt and functional for more students across the school</p>
Agreed literacy framework	<p>Published and staff are trained</p> <p>Functional literacy priorities integrated into learning and teaching</p> <p>Literacy other curriculum areas more focused and deliberately incorporated into teaching and learning</p> <p>Teaching of literacy overt, structured, frequent and supported by the school's key literacy teacher</p> <p>Enhanced library of literacy resources for teaching and assessment available and integrated into practice</p>
School Communication Options Policy	<p>Endorsed and enacted</p> <p>Speech Language Pathologist's service plan informed practice and supported student learning outcomes</p> <p>Teacher knowledge and confidence in language and communication teaching with a wider range of options taught</p> <p>Improved student functional communication across the learning phases</p>
Agreed numeracy framework	<p>Published and staff training commenced</p> <p>Mathematics and numeracy teaching increasingly more functional</p>
Positive behaviour support	<p>Non-linear multi-element planning and programming including use of functional behaviour analysis and non-aversive practices embedded</p>

<b>Differentiated teaching and learning</b>	
<b>Innovation</b>	
<b>PRIORITIES</b>	<b>PROGRESS AND ACHIEVEMENTS</b>
Creativity and innovation project	<p>Progress with increased numbers of teachers engaged in professional development related to collaboration, creativity, innovation and risk taking</p> <p>Collaboration and Innovation (CIF) project including whole of teaching team professional learning enacted and ideas and options adopted</p> <p>Research model within CIF project ready for development</p> <p>Partnership with Peak Performance and Prof Parker expanded and embedded towards ongoing teacher learning, classroom and professional practice, neuro-science teaching manual under development</p> <p>Opportunities for horizontal leadership further expanded</p>
Policies and legislation	<p>Critiqued as relevant to school priorities</p> <p>Staff, parents and other agencies reported confidence in the school's application of relevant policies and legislation, particularly the way the school has embedded non-aversive behaviour support practices, and with the absence of restrictive practices at the school over many years</p> <p>Strong risk assessment and mitigation policies and procedures and work health and safety legislation knowledge and application</p>
<b>School community partnerships</b>	
STEP UP to EMPLOYMENT project	<p>Expanded and embedded as a school priority</p> <p>STEP UP program survived the transfer to a new teacher leader</p> <p>Opportunities for strong data capture across contexts using the IABA STEP UP Matrix exist</p> <p>Retrospective and prospective student data reveal some STEP UP graduates have achieved part-time paid work and all have achieved welcome and positive post-school outcomes across community based agencies and employers</p> <p>Work towards establishment of a social enterprise</p>
Social educator position	<p>Considered for future resourcing within budget limits</p> <p>Research report by the lead teacher positions the school ready for future opportunities for a social educator on staff once the Danish university restructure is embedded and thus enables appropriate levels of mentoring for our local initiative</p>
<b>Expert teaching team</b>	
Evidence-based pedagogies	<p>Actioned across all classes to varying extents</p> <p>Staff professional learning plans in the main focus on evidence-based pedagogies</p> <p>Opportunities exist for even greater focus on peer-reviewed literature as the basis for teacher practice and professional learning</p> <p>Significant progress made with room for further improvement regarding the ways of working by disability-specific and non-teaching support staff aligned to the school's shared values and educational priorities within a team context</p> <p>Pleasing outcomes achieved by most teachers and support personnel with opportunities for even greater alignment across ways of working to meet teacher and student needs going forward</p>
Innovative options	Project design confirmed, testing of innovations commenced

<b>PRIORITIES</b>	<b>PROGRESS AND ACHIEVEMENTS</b>
Explicit instruction pedagogy	Investigated and used as applicable within teacher professional judgment Comparative benefits of explicit instruction compared with project based learning and active learning revealed the importance of a balanced approach to teaching and ways of working; the existing emphasis on non-linear multi-element planning confirmed School website enhanced and plans developed towards a team site for 2017
Disability specific pedagogies	Implemented for the vast majority of students through conductive education, hydrotherapy, augmented and adaptive communication options, autism specific pedagogies, Auslan language modelling and Educational interpreter for students with hearing impairment. Development of vision specific pedagogies noted for further improvement. Strong student learning outcomes as referenced elsewhere in this report
<b>Analysis and Discussion of Data</b>	
<b>Targeted use of school resources</b>	
Resourcing supports curriculum and teaching	School budget endorsed by key stakeholders, reviewed to inform adjustments and ensure equitable resourcing through staff and material requirements Community Liaison Officer contributed through fund raising and expanded community partnerships
Periodic Services Review methodology as a basis for mentoring and coaching	Checklist methodologies for guiding staff professional learning, coaching and mentoring made some progress towards aligned processes and informing future work to maximise consistency, efficiency and efficacy
Succinct, efficient and sufficient methods for data gathering, analysis and reporting	Some teacher progress towards consistent data gathering and analysis especially amongst early phase teachers and within the school's VET offerings Learnings inform future processes and priorities Student data effectively interpreted for parents through end of semester reporting Communication matrix and other standardized communication assessment tools embedded across the school Staff data literacy improved with further development priorities identified
Analysis of student diagnostic and achievement data	Analysis of student data in priority learning areas informed practice, selection of learning targets, curriculum content taught, pedagogical decision making and resources allocation Insights gained will inform future developments and further enhance practices
Values-based leadership	Embedded Shared values and the school's culture informed by DREAM embedded Student behaviour code aligned to DREAM Opportunities for further enhancements through teacher practices and associated programs and services such as the school wellbeing team

PRIORITIES	PROGRESS AND ACHIEVEMENTS
Strong business practices and legal compliance	Embedded Financial management enabled resources and staff needs to be met within a strong end of budget position aligned to ongoing plans for operational and strategic development to meet student, staff and school needs
Flexible human and material resourcing practices	Embedded Strong practices in recruitment and selection achieved capable and committed workforce suited in the main to student learning needs and the school's values-based ways of working Significantly improved student attendance High student retention Student needs met at a high level High staff and parent satisfaction
Collaborative and innovative consideration of needs for play and learning spaces	Range of options considered and discussions proceeding with DET Use of community based instruction increased amongst some teachers and classes with significantly positive impacts on student learning and behaviour DET is aware of facilities requirements to match school growth Staff interest in and engagement with innovative practices and options increased significantly
Risk management	Sufficient, efficient and effective protocols Reduced number of work cover claims for physical injury Reduced severity of medical incidents for staff and students Reduced in severity, frequency and intensity of student behaviour incidents Reduced proportion of students with behaviour incidents Increased proportion of students achieving behaviour goals Increased staff and parent satisfaction levels

As part of School Governance, members of the School Council interviewed a range of school staff about what things were perceived as working well.

Staff attitudes and approaches: feedback revealed consistent views that the School is a good environment to work in, explaining that there is a sense of community and everyone displays a positive attitude, children are cared for, progress is a priority. Collaboration and team work is perceived as the key driver of the positive culture in the school.

School programs: programs vary with some having been long established and some newer and more innovative.

Leadership support: supportive and helpful with comments such as 'The Principal discussed strategic and annual plans with us and keeps us informed'; 'If I go to admin for help I know I will get an outcome. I feel secure in that; sometimes it is a creative one, sometimes it is tried and tested'.

Positive behaviour support: The PBS model works well at the school. Staff believe that the model works particularly well for students with disabilities as it starts where each student is at. One teacher explained that s/he had been collecting data on one student, for example, for 18 months revealing that the student's aggression had decreased significantly, willingness to participate in academic activities had improved markedly, and the student is now able to work with the teacher on activities for a much more extensive.

Transport: Another vehicle was seen as a priority need and the need was met through the partnership with Bartons Wynnum who donated a second Hyundai I-Max van.

## Future Outlook

The school's Strategic Plan for 2015 – 2019 publishes the school's intent as innovating for positive futures, implementing evidence-based practices, maximizing outcomes, and modelling attitudes of affirmation and gratitude. Our shared purpose is defined as preparing our students for productive lives. The school's shared values are **DREAM: Diligence, Resilience, Ethics, Audacity, and Mateship**.

Our school is committed to creativity and innovation, values-based leadership and teaching, individuals, authentic learning, happiness and fun, future proofing the school, links to the wider community, and safety.

Our Strategic Plan emphasizes the roles of Empowerment, Capability, Collaboration, Alignment and Accountability in making the goals and targets of our work actually happen.

Our School's strategic priorities relate to

1. What we teach through systematic curriculum that is authentic, creative, valid, evidence-based, functional, modern, relevant and achievable.
2. How we teach using differentiated teaching and learning where we know how each student learns best, having big dreams, leveraging networks to foster life quality, employment and an 'ordinary life' for students, and building knowledge and skills in proven methods of teaching the students we teach.
3. How well we do, through analysis and discussion of data, where we make sure we know what each student knows and can do, so that each teacher knows what to teach next, and all staff are skilled in collecting and making sense of data through access to a suite of research-based assessment tools, consistent processes and actions, targeted training in data literacy, precise measuring and reporting of distance traveled over time, and monitoring school performance and governance.

The strategies that the School will use going forward are

1. A culture that promotes learning
  - a) Sharing what we know and how we do it
  - b) Supporting each other to be the best we can be
  - c) Driving effective wrap-around practices to address student and family needs
2. School Community Partnerships
  - a) Give and get the best from self and others
3. An expert teaching team
  - a) Do everything possible to make sure that every worker has the necessary skills to do their job
4. Targeted use of school resources
  - a) Use creative and innovating thinking to address issues around play and learning spaces
  - b) Continue to enhance learning and teaching resources.

The following points outline the operational priorities for 2017 to address areas of needs identified during the end of 2016 local review and to also focus on departmental and government priorities.

## **CURRICULUM ALIGNED TO STUDENTS' FUTURES**

### **School Curriculum Framework**

- Considers best fit for this school referencing the DET P – 12 curriculum framework and embeds functional learning priorities
- Aligns to Guided Individual Learning (GIL) criteria and incorporates VET qualifications offered
- Mapped to learning and teaching plans, student goals, targets, hopes and aspirations, developed collaboratively by teams including students, parents, advocates and staff
- Informs consolidation of human, equipment and facilities resourcing protocols and practices including workforce plan

### **Literacy, Communication and English**

- Agreed literacy framework linked to the Literacy Continuum is embedded in practice
- Communications Options Policy is embedded across all learners and staff.

### **Numeracy and Mathematics**

- Collaboration and Innovation Project supports focus on key curriculum indicators

## **PEDAGOGICAL PRACTICES**

### **Creativity and Innovation**

- Neuro-science project explores pedagogies that achieve positive learning outcomes – engagement, learning progress and achievement, and teacher efficacy in teaching mathematics
- Adventure, bush, horse and art therapy are explored to support students with particular needs
- Mobile classroom options are explored

### **Transitions**

- Evidence-based pedagogies and innovative options are evaluated and support student learning and transitions at junctures, contexts, learning phases and life stages
- STEP UP to EMPLOYMENT is embedded and novel program components are developed through community and business linkages, and greater rigor is achieved through data capture and analysis.

### **Evidence-based teaching**

- Evidence-based teaching practices generically and from disability specific perspectives are documented as a teaching resource to consolidate practice
- Positive behaviour support through class and individual student non-linear multi-element plans continues to be embedded
- Legislated and international quality indicators including absence of restrictive practices continue to be known and rigorously incorporated
- Conductive education principles, hydro- and exercise therapy inform learning experiences for students with physical support needs
- Benefits of social educators within the team are further considered.

## EVIDENCE INFORMS ACTION

### Strong staff knowledge and focus on the importance of data to inform teaching and learning

- Staff trained and supported in the use of succinct, efficient and sufficient data methodologies
- Analysis through structured meetings amongst teachers, therapists and school leaders, of diagnostic and achievement data related to curriculum and behaviour targets and goals, supports effective teaching approaches and strategies, and students' learning outcomes
- Staff achievement and engagement logs support staff reflection and development and enable targeted teaching and learning

### Practices align to values, policy and legislation

- Continue to promote values-based leadership and management across the organisation with a particular focus on wellness well-being, including succession planning
- Be informed of relevant legislation, policies, practices and research
- Lead to foster expanded partnerships with the wider community and manage in accordance with strong business practices
- Flexible human and facilities resources and planning are used to address needs and priorities and affirm ways of working with considering of health and safety and associated practices, policies and procedures

### Safety

- Ensure risk management protocols and processes are within law, sufficient, efficient and effective.

Another aspect of the School Council's governance role involved interviews with staff about what improvements could be enacted at the School.

**Processes:** Communication across the school was identified as a development priority for 2017 with mention of some processes being perceived as reactive and needing better organisation. Examples given include the need for a more formalized hand-over process between teachers from year to year; frustrations experienced by teachers related to timetabling and class organisation from year to year; staff feel very busy; posting of the school calendar on line at least a term and preferably a year in advance would promote easier forward planning by teachers; daily notices on a staffroom smartboard would assist; coordinated organisation amongst and across teachers would assist school development and progress.

**Staffing and timetabling:** Some teachers were concerned about that lack of availability of replacement teachers especially to cover non-contact time when the non-contact staff were away; more occupational therapy, physiotherapy, speech pathology and nurse time would be valued, especially when these professionals actually work in classrooms with teachers and students towards enhanced learning progress and outcomes. Frustrations result when timetables have to be adjusted as a result of staffing shortages.

**Leadership presence in classrooms:** Some staff expressed a desire for more frequent present and engagement with activities in classrooms.

**Parental involvement:** Many staff expressed frustrations as a result of difficulties in achieving active parent involvement with their children's education.

**Professional development needs:** Needs identified were neuro-science based teaching strategies, medical issues, use and analysis of data.

Other points raised: Increased available space for students; more staff in the reception office; continuation of the additional deputy principal position; continuation of massage therapist.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** Yes  
**Year levels offered in 2016:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	113	42	71	10	93%
<b>2015*</b>	124	47	77	11	94%
<b>2016</b>	124	42	82	9	91%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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

### Characteristics of the Student Body

#### Overview

#### Cultural, social and economic opportunities for the School

Students enrolled during 2016 represented a wide variety of cultural heritage including Australian Aboriginal, Arabic, Chinese, Fijian, Filipino, German, Greek, Hungarian, Indian, Iranian, Irish, Italian, Macedonian, Malaysian, Maori, Polynesian, Samoan, Scottish, Swedish, Thai, Torres Strait Islander, Ukrainian, and Vietnamese. The contribution brought to the School through the variety of cultures is highly valued.

Owing to the impacts of disability and support needs, all students' families are eligible for federal and state government financial support. Socio-economic and cultural factors of the School community reflect a multi-cultural community. Whilst the School has an ICSEA index of 1000, this does not accurately describe the true socio-economic profile of the School. Students travel from a breadth of areas and families extend across the full range of circumstances, with some families confronted by unemployment and poverty, some enjoying the privileges of high level income, and some in between. The School's families engage with the School in a variety of ways; however it is noted that societal and employment pressures

together with the stresses of raising a child with a disability, impact on the extent that family members are able to find time to actively engage with their children's teachers at school.

The team continues to explore options to support more active involvement of families with their children's educative process. The weekly school coffee shop provides a gathering point for parents, a social worker, a youth worker and chaplain, together with information and training opportunities for parents and family members as well as school leaders taking time to phone and meet with families, assist to enhance parent and family engagement.

The School receives substantial and consistent support from various community and business organizations including Bartons Wynnum, the Wynnum-Manly Leagues Club, IGA Manly, Cambridge Lane Café, Coles Wynnum, Woolworths Wynnum, Wynnum West and Manly West, Wynnum Police Service, Wynnum Fire Station, Wynnum Ambulance Service, Queensland Rail, Rotary Club of Port of Brisbane and of Wynnum Manly, Lions Club of Wynnum, Caltex Refinery Lytton, Aid for the Blind Wynnum, and many business and professional groups in the local and wider area of Brisbane.

With the STEP-UP to EMPLOYMENT project now embedded within school curriculum offerings, a wide range of entities provided support and encouragement. This program is based at the Wynnum Library through generous pro-bono support from the Brisbane City Council. The Institute of Applied Behaviour Analysis (IABA) and Company Director, Dr Gary LaVigna, continue to support the School through sharing their intellectual property and coaching and mentoring school leaders and staff. Iona College, Brisbane City Council Library at Wynnum, Bunnings Tingalpa and Capalaba, various churches and volunteer organisations in the local area, as well as various local business entities in real estate, hairdressing, floristry, hospitality and horticulture, engage actively to support the school.

The Parents' and Citizens' Association undertakes fund-raising activities to assist the School with needs-based resources and equipment including three vans. These vehicles, together with local maxi-taxis and Townsends School Transport Service, enable students to effectively access the community for community based instruction including hydrotherapy programs at Colmslie Pool.

The Parents' and Citizens' Association has recurrent funding from the Australian Government Department of Social Services (DSS) to subsidise outside School Hours and Vacation Care for Teenagers with Disabilities, resulting in the successful operation on the School campus of a licenced outside school hours and vacation care centre that attracts the child-care benefit and child-care rebate. This service operated during 2016 school terms from 7.00 am to 8.45 am, 2.45 pm to 6.00 pm and during School vacations except the public holiday period, from 7.00 am to 6.00 pm, Mondays to Fridays. Our service continues in 2017. The service was expanded to assist another special school community so that families there could receive the same level and quality of care for their children. Work is underway to achieve seamless transition to the National Disability Insurance Scheme when it rolls out in Brisbane during 2018.

### **Geographical spread and special feature and resources of the community**

The School community context consists of urban, low and medium density and semi-rural homes in both established residential areas and those of rapid growth. The community borders the Port of Brisbane and the Trade Coast, with residential, commercial and business districts.

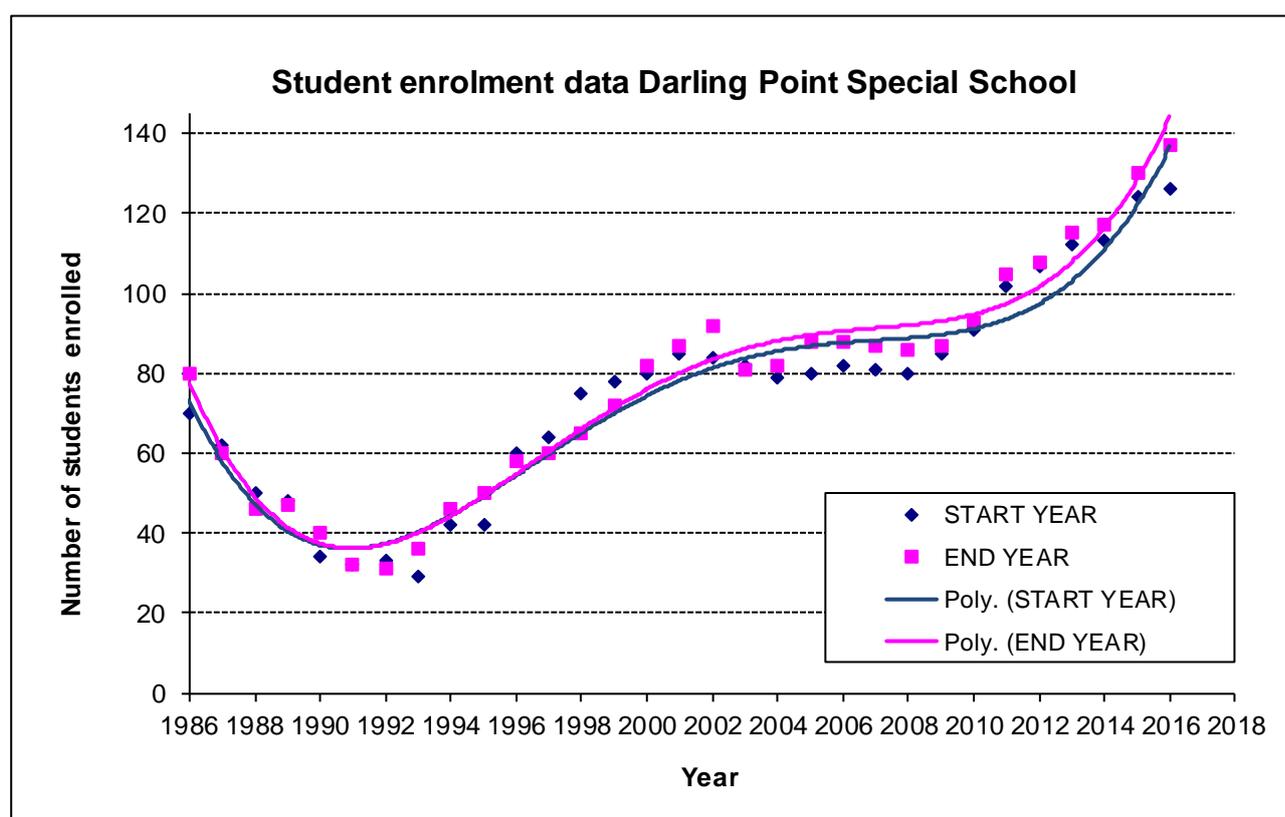


## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6.8	6.8	6.7
Year 4 – Year 7	6.0	5.4	6.2
Year 8 – Year 10	6.5	6.0	4.8
Year 11 – Year 12	8.7	7.8	6.2

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



## Curriculum Delivery

### Our Approach to Curriculum Delivery

Curriculum delivery at Darling Point Special School is guided by two critical elements – the Australian Curriculum and associated Queensland mandates, and a functional consideration within the local context, of knowledge and skills relevant to progress, achievement and life quality for the students attending the school.

### Our distinctive curriculum offerings

The school's curriculum framework provides clear linkage to the Australian curriculum and addresses the following areas

- English including literacy and communication options – intensive interaction, adapted and augmented communication, PECS, PODD, facilitated communication, key word sign, AUSLAN, environmental visual supports
- Mathematics with a focus on numeracy

- Science
- Conductive education
- Hydrotherapy
- Visual arts and art therapy
- Music – drumming, dance
- Modern skills including self-determination and advocacy
- Health and Physical Education including conductive education, hydrotherapy, swimming, games and sports, bike riding
- Technologies including manual arts, information technologies, home economics, gardening
- Asian and Pacific Studies
- Citizenship and social skills programs include Why Try?, Kimochis, and the use of social stories, comic strip conversations, role plays, and visual schedules to enhance social and emotional intelligence and skills
- Life Skills programs - hygiene and care, home and yard management, shopping, cooking, budgeting, community access
- Vocational education – Certificate 1 in Vocational Pathways, Certificate 1 in Agri-Foods, Certificate 1 in Hospitality
- Transition education through the STEP-UP to Employment program operating in the community for students in years 12 and 13.
- Camps, trips and community-based learning
- Annual celebration and graduation dinners and events for students.

## How Information and Communication Technologies are used to assist learning

Darling Point Special School students access a wide range of information and communication technologies to maximise learning outcomes. Options are both low- and high-tech: choice boards, cards, picture, photograph and text cards, iPads, laptops, interactive screens, DVD players, adaptive devices including Go Talk, and eye gaze technology.

## Co-curricular Activities

Co-curricular activities available include

- Active after-school sports funded by the Australian Sports' Commission
- National and state celebrations – Harmony Day, Anzac Day, Queensland Day, NAIDOC week
- Scout troupe
- Fishing and prawning
- Leo Club
- Visiting performers including puppet shows, African drumming, acting troupes, Queensland Opera, and farm animals
- Annual Fun Run
- Sports days in the local community.

The Social Worker, Youth Worker and Chaplain serve the school community through engagement with staff and students, particularly in the areas of

- Social and emotional support
- Spiritual support
- Mentoring and role modelling
- Community development
- Educational support
- Extra-curricular activities
- Promotional activities and fund raising
- Grief and Loss support
- Camps – middle and senior phases, and day camps in the early phase

## Social Climate

### Overview

Darling Point Special School's social climate is characterised by an emphasis on life quality. The School emphasises strategies and processes that maximise each student's potential as a learner, worker, family member and citizen. Family, school and inter-agency collaboration is central to the School's work.

Social validity is the cornerstone of all programs, activities and relationships at Darling Point Special School. All students work within class structures that identify the key teacher for each student. Age-appropriate opportunities are provided for adolescent students to work across a range of programs, personnel and contexts. The School Opinion Survey 2016 affirms the positive climate at Darling Point Special School and the extent of parent satisfaction.

In the senior phase, the *Why Try?* Program devised by Rotary International and adapted for students with disabilities by Darling Point Special School supports social emotional skill development. Early phase classes utilize the *Kimochis* program to support social and emotional learning. The School has supported a teacher to be accredited to offer the Secret Agent Society social skills program for students with autism and their parents.

School Opinion Survey data affirms the School's positive social climate as is demonstrated by various aspects outlined in this report and through the parent survey data below.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	88%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	96%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	88%	96%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%	100%
student behaviour is well managed at this school* (S2012)	88%	100%	100%
this school looks for ways to improve* (S2013)	88%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

## Student opinion survey

Insufficient students completed the Student opinion survey for data to be published.

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	97%	100%
they feel that their school is a safe place in which to work (S2070)	96%	97%	100%
they receive useful feedback about their work at their school (S2071)	96%	97%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	93%	97%	100%
students are treated fairly at their school (S2073)	96%	94%	100%
student behaviour is well managed at their school (S2074)	93%	97%	98%
staff are well supported at their school (S2075)	93%	94%	98%
their school takes staff opinions seriously (S2076)	93%	94%	95%
their school looks for ways to improve (S2077)	93%	97%	98%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	98%	97%	98%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents are encouraged to involve themselves in their child's education at Darling Point Special School through

- Daily communication with parents/guardians/carers regarding their child's activities, achievements and teaching and learning adjustments provided as well as medical and behaviour support requirements for the day
- Engagement with all aspects of the Education Adjustment Program that works across professions to achieve verification of student disabilities in the categories of Autistic Spectrum Disorder, Hearing Impairment, Intellectual Disability, Physical Impairment and Vision impairment
- High level and skilled medical and emergency medical management and supports
- Membership of the School Council
- Membership of the Parents' and Citizens' Association
- Membership of the OSHC Management Committee
- Membership of the Local Consultative Committee for the Chaplain
- Participation in person-centered planning for their child at least twice per year
- Participation to develop and endorse their child's individual curriculum plan at least twice per year
- Participation in wrap-around planning meetings and discussions about their child's support needs e.g. behaviour, therapy, technologies, medical issues
- Volunteering at working bees and other activities such as the Fun Run, Art Show, Harmony Day, Scouts Musical
- Patronizing the school's coffee shop, *Coffee on the Point*.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school's shared values and associated behaviour code form an integral basis for induction and orientation to the school. Security protocols and staff training to implement these, together with the family nature of the School, enable and promote safety and awareness across the school. Abuse and violence are not tolerated and students and family members are supported and trained to address issues in a conciliatory and positive frame. Incident reporting is used as a way for all members of the wider school community to advise school leaders of concerns and areas for improvement. The way all members of the school community typically interact positively and respectfully with each other is encouraging.

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	1	3
Long Suspensions – 6 to 20 days	1	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school takes deliberate affirmative action to reduce our environmental footprint, through actions such as:

- Rain water tanks for gardens, toilets, hosing pathways
- Recycling air conditioning water for gardens
- Generating solar electricity through roof-mounted panels
- Electronic time switches for lights and air conditioners
- Air conditioners temperature limited to 24° C and only used when necessary for student wellbeing, noting that some students have medical issues requiring them to learn in a steady temperature state environment
- Recycling learning resources and equipment across classes and years
- Using wherever possible, using re-cycled paper products
- Recycling paper, cardboard, and aluminum
- Purchasing products that are the most energy-efficient option available e.g. refrigerators
- Purchasing products that have eco-friendly manufacturing processes
- Using recycled paper products and not electrical options for hand drying
- Promoting second-hand uniform sales for students
- Promoting student and staff lunches that are prepared from scratch using natural ingredients
- Encouraging the use of use-again food and drink containers and discouraging one-use options
- Horticulture program that grows vegetables and fruit for school use, and plants that enhance the environment, with compost product and worm farms
- Recycling sawdust from timber chock making program
- Bio-technology programs that promote sustainability and eco-friendly activities
- Investigation of low-emission vehicles to replace existing vans.

It is pleasing to report that the School's electricity usage has continued to drop since 2011-2012 and that water use as dropped since 2012-2013.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	79,564	1,003
2014-2015	72,652	
2015-2016		607

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

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Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	52	<5
Full-time Equivalent	29	30	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	32
Graduate Diploma etc.**	16
Bachelor degree	52
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$87 873.00.

The major professional development initiatives are as follows:

- Autistic spectrum disorder
- Chaplaincy processes and structures
- Creativity, Innovation and Collaboration
- Curriculum differentiation
- Disability specific pedagogies
- Education Law
- Functional analysis and non-linear multi-element programming and planning
- Health and Physical Education – swimming bronze medallion, Aust Swim, Kayaking
- Human resources management – recruitment and selection
- Leadership
- Literacy
- Medical procedures
- Neuro-science micro-behaviours and knowledge for teaching and learning
- Outside hours care and National Disability Insurance Scheme
- Technology
- Vocational Education and Training
- Wellbeing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

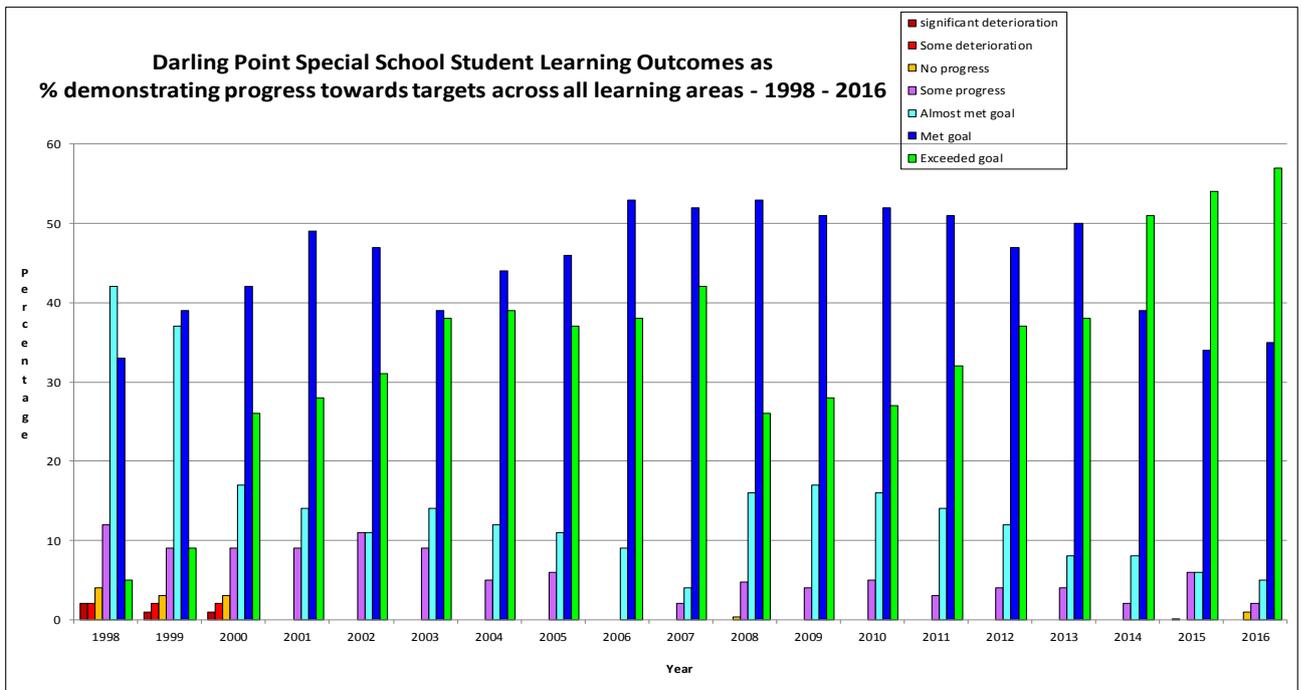
### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

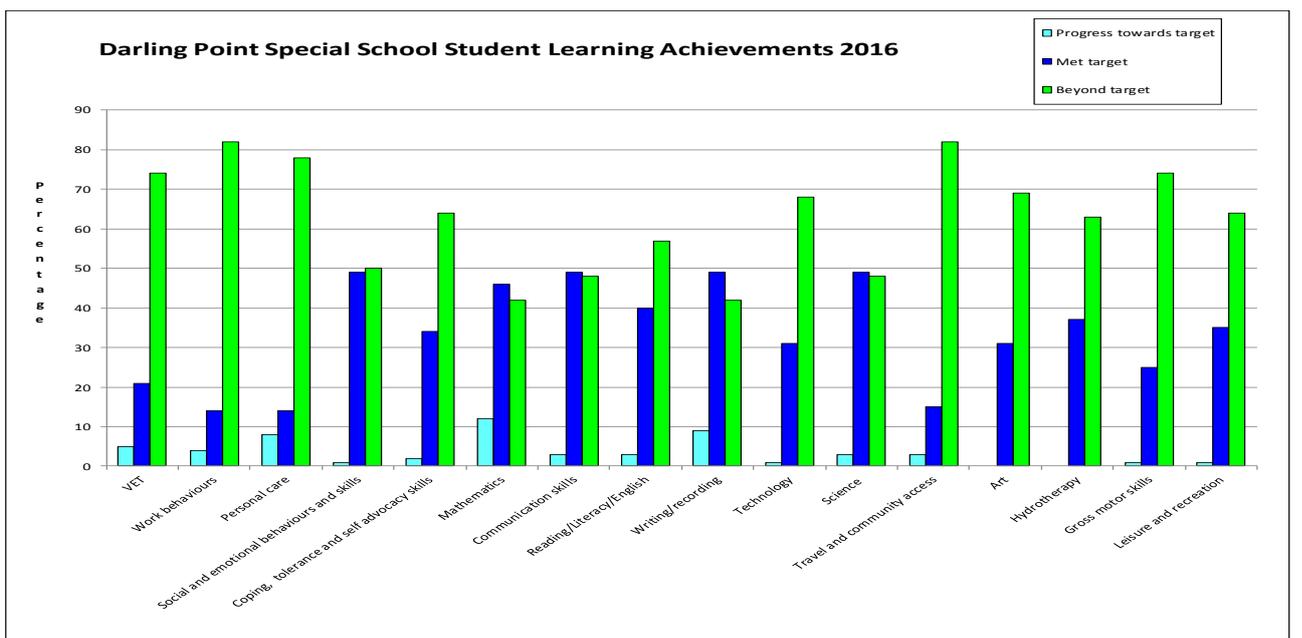
# Performance of Our Students

## Key Student Outcomes

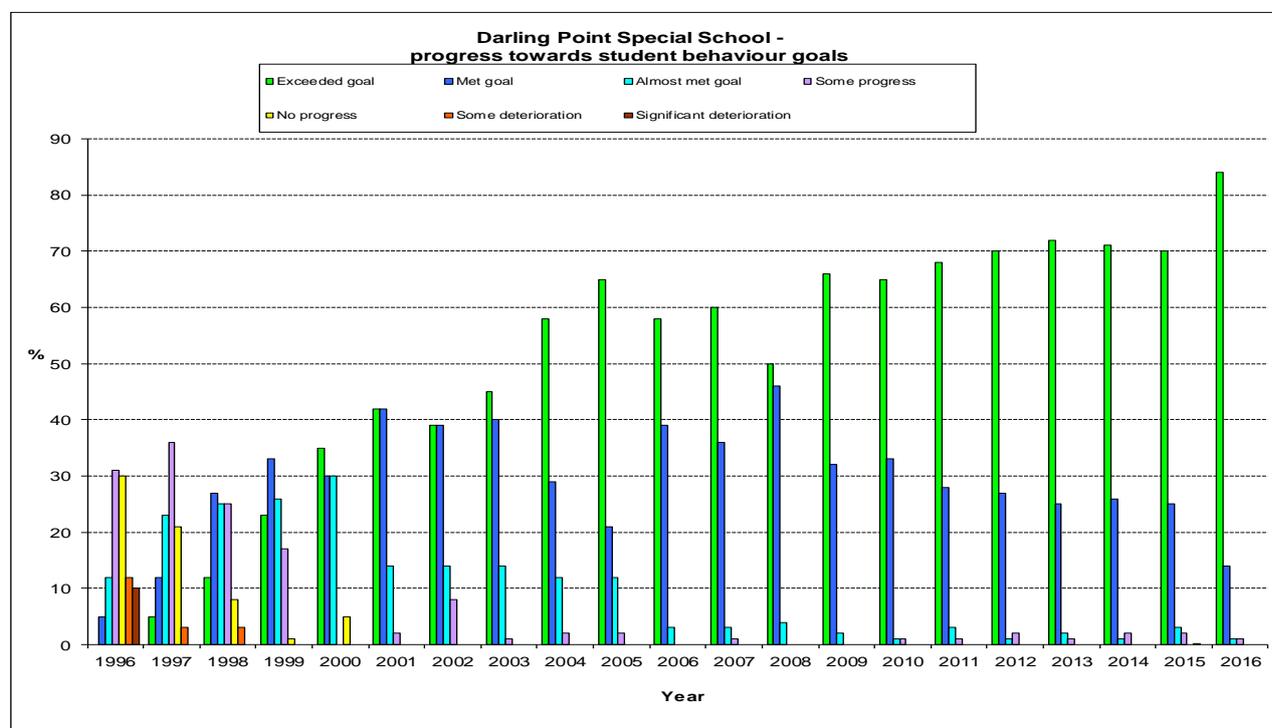
The following chart depicts learning achievements for all students enrolled that year, from 1998 to 2016. An important point to note is the improvement shown over time in the percentage of students achieving and exceeding their individual curriculum goals during the school year.



The following chart depicts students' learning achievement in subject and learning areas during the 2016 school year. The proportion of students who achieved at or greater than their targets is commendable.



The following chart depicts students' progress towards their individual behaviour goals from 1996 to 2016.



## Student Attendance

### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	87%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	91%	95%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	**	**	**	**	**	**	**	**	**	**	**	**
2015	88%	86%	88%	87%	82%	86%	73%	88%	91%	80%	85%	92%	91%
2016	95%	94%	95%	90%	94%	93%	99%	97%	96%	95%	94%	93%	99%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

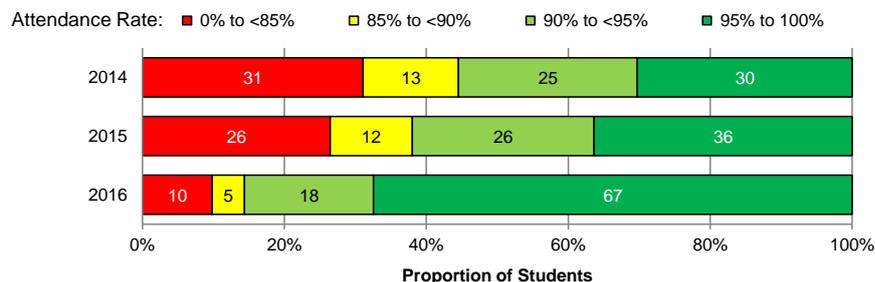
\*\* Prior to 2015 students in Years 1 to 12 referred to as Ungraded.

DW = Data withheld to ensure confidentiality.



## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Darling Point Special School, the following practices are in place to manage student non-attendance:

- Parents/guardians/carers are required to contact the School prior to 7.00 am or as soon thereafter as practicable, about why their child will be absent; this information is provided to the Principal and all staff and recorded on the class roll.
- Teachers collect their classes from the buses and taxis that transport students to School and from the arrival area for students who travel to School with their parents/carers or independently, and electronically on OneSchool mark their class roll, first thing each morning and again immediately after the lunch break. In the case of senior students transitioning across teachers, the class roll is marked straight after each transition and any missing students are located.
- In the event that a student's non-attendance is unexplained, it is investigated by the youth work and school leadership team and action taken if absence is unexplained. In the case of a student in the care of the state being absent without explanation, the Department of Communities (Child Safety) Child Safety Officer is notified within an hour of the school day commencing and other action as necessary is taken.
- Students who arrive late to School visit the office and are marked as present before attending class.
- Student absence of more than two days, or less in the case of students with a history of repeated absence, is investigated by the School leadership team and actions including home visits, chaplain, Deputy Principal or Principal contact, are undertaken to ensure student safety and well-being, and to provide family support if required.
- Afternoon home-time rolls are reconciled with student attendance and other day-to-day adjustments.
- Student departure from campus is recorded on the afternoon rolls by teachers who supervise afternoon parade where students gather according to their method of transport away from School that day.
- Teachers provide additional support and programs for students with medical conditions or extended family holiday commitments in an endeavour to maximise continuity of learning.

Student attendance at school for the entire period of compulsory Schooling is not typically an issue with students with disability, who require individual, highly supported programs and therefore attend a special school, but should a student not be attending regularly, then the School leadership team contacts the student's family and implements supports and strategies to ensure the continuation of learning for the student.

Where needed, referrals are made to other agencies particularly the Department of Child Safety. At times, medical complexities make for difficulties in assessing the extent to which a student could be attending School.

Students are afforded twenty-four semesters of Schooling unless employment is secured prior to that time. In the case of parents/guardians wishing their student to attend School for additional time, then the departmental application and assessment process is activated and where educational reasons compliant with policy exist, a student may be awarded one or two terms extension to Schooling. Applications for extension beyond twenty-six semesters are processed at the regional and state level.

## NAPLAN

Students at Darling Point Special School have the opportunity to be exempt from the NAPLAN testing program: writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. In 2016, all students' parents requested that their student be exempt. As a result, there are no NAPLAN results available for our students 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**.



Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	11	15	7
Number of students awarded a Queensland Certificate of Individual Achievement.	11	15	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	2	5	2
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%	33%	29%

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	2	0	0
2015	5	0	0
2016	2	0	0

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

Students at Darling Point Special School completed VET qualifications in Hospitality; Information, Digital Media and Technology; Access to Vocational Pathways; Agri-Food Operations.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100	100	100
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	DW	DW	DW

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

DW = Data withheld to ensure confidentiality.

## Student Destinations

### Post-school destination information

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

The report will be available at:

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

### Early leavers' information

No students left the school prior to completing year 12.

## Conclusion

Darling Point Special School continues with a strong reputation across parents, students, staff and the wider educational and business community with strong values, family-orientation and a rich culture promoting learning progress and achievement.





# Darling Point Special School

**D**iligence – *We do our work*

**R**esilience – *We keep trying; we don't give up*

**E**thics – *We do the right thing*

**A**udacity – *We are brave*

**M**ateship – *We look after each other*