



Rockhampton North Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

It gives me great pleasure to provide the School Annual Report for Rockhampton North Special School for the 2018 school year.

The focus of this report is to provide parents, staff, students and the wider community with a clear, concise synopsis of our school and the progress made towards achieving the identified goals for the past year. It is available to community members via the school website and in paper version. A copy of this report will be emailed to interested parties on request or a paper copy sent by mail. Additionally, a link to the report will appear in the school newsletter.

School overview

Rockhampton North Special School was established in 1997, since that time the school has provided a highly differentiated curriculum that meets the complex learning, behavioural and health needs of our student cohort. Our school mantra "School is for learning" is supported by our focus on Balanced Literacy, Communication, Numeracy and Positive School Behaviour. All our students are assigned to their age appropriate year level from Prep to year 12. Classes are organised into the cohorts Prep, Lower Primary, Upper Primary, Junior Secondary, and Senior Secondary. Students are placed into classes based on their grade level and literacy learning level, that is Emergent, Early Conventional, and Conventional. All students are taught the Australian Curriculum, including General Capabilities extended curriculum. Our Senior Secondary classes also participate in learning opportunities that lead to attainment of the Queensland Certificate of Individual Achievement (QCIA). This can include School based apprenticeships, work experience, industry experience, and supported community access. Our aim is to effectively transition students into meaningful work and leisure options prior to the completion of their schooling. Our school is a dynamic learning environment where each year we reconsider and re-evaluate the learning needs and desired outcomes for a group of exceptional students who will enter a very different society than today. The success of our agenda is evidenced by the measurable improvement experienced by students and the absolute conviction by all members of the education team that all students, despite the impact of their disability, can learn.

School progress towards its goals in 2018

The implementation of Balanced Literacy as the school's signature pedagogy to support student's literacy and access to the Australian Curriculum is in the third year. The significant advancement in student achievement and engagement has been truly exciting.

Our goal to create a fully communicative school that provides students with functional communication in all settings has been advanced by the increased prevalence and consistency of high tech and low tech Augmentative and Additional Communication (AAC) strategies. Every educational staff member now carries an iPad mini with Proloqo2Go application and endeavour to promote student conversation.

Progress against our school priorities are as follows:

2018 School Goal	Strategy	Progress	Commentary
Promote student access to the curriculum by delivering a consistent method of teaching comprehending and composing school wide.	Balanced Literacy strategy school wide.	On-going	100% of education staff to participate in professional development in the delivery of Balanced Literacy. The Explicit Teacher Guide was reviewed and up-dated to reflect refined processes to support teacher's understanding of Balanced Literacy and to promote consistency of pedagogy across the school. New teachers were inducted through processes including Learning Walks, peer observations, and coaching. Teachers and teacher aides participated in professional development to support understanding of the school

			<p>Pedagogical Framework.</p> <p>All teachers participated in Head of Curriculum support to ensure consistency of alignment of Balanced Literacy expectations with the Australian Curriculum.</p> <p>The leadership team collaborated with other special school teams to successfully implement the Balanced Literacy strategy.</p> <p>Standardised assessment to track student achievement across the school was implemented, analysed and compared to 2017 data..</p> <p>Investing For Success grant was used to provide teachers with intensive professional development in the delivery of Balanced Literacy.</p>
To be a communicative school that provides students with access to consistent communication strategies across all classrooms and wider school community.	Consistent communication strategies which support students to access the Australian Curriculum and all aspects of school life.	On-going	<p>Investing For Success grant was used to purchase resources and to provide staff with training.</p> <p>Further build our key communication resources through purchase of Proloquo2Go communication Application and iPad minis which promote student communication immersion throughout the school.</p>
Develop a whole –school pedagogy that provides teachers with a consistent method to teach number across the school.	Investigate and Implement an effective Numeracy pedagogy		<p>Teacher release time was provided to support a needs analysis, number strategies and pedagogies research and development of a unique pedagogy.</p> <p>Resources were purchased to support a differentiated approach to delivery of the new pedagogy named SPLAT maths.</p> <p>Implemented standardise assessment of number across the school to track student achievement annually.</p> <p>The new number pedagogy was supported by the school communication strategy.</p>
Reduction in targeted student behaviours.	Streamlining of the Bucketfillers positive behaviour program.	On-going	<p>The BucketFillers program was promoted among students and staff.</p> <p>Lessons designed to promote the positive behaviour program across all classes were reviewed and extended upon.</p> <p>The school expectations are well known by all members of the school community and form a part of general</p>

			<p>language.</p> <p>A differentiated approach supported by formalised Curriculum Access Plans for all students was successfully adopted.</p> <p>The school communication strategy continues to statistically improve the ability of non-verbal students to self-manage their behaviour.</p>
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Future outlook

In 2019 we will continue to ensure our students have the greatest possible access to the Australian Curriculum. Our consistent delivery of high yield pedagogies coupled with a focus on communication will continue to maximise individual student engagement in their learning.

Our focus areas for 2019 are as follows:

2019 Target Priority	Strategy
Maximum Curriculum Access: 100% of students will have an enacted highly individualized plan that promotes increased student engagement	<p>Ensure that a differentiated approach to curriculum access is provided for each student and formalised through Curriculum Access Plans.</p> <p>Recruit a Head of Teaching and Learning for Positive Behaviour Support to coach education staff and support student engagement.</p>
Consistent Curriculum Delivery: The Australian Curriculum delivered consistently through the school's key pedagogies.	100% of education staff to participate in professional development in the delivery of the school key pedagogies of Balanced Literacy, SPLAT maths, and Explicit Instruction. .
	Implement a differentiated feedback model with teachers in relation to expected teaching strategies to be used when teaching Balanced Literacy. This includes Learning Walks and peer observations.
	Recruit Heads of Teaching and Learning to coach education staff to consistently deliver Balanced Literacy, and Numeracy using differentiated communication supports.
	Utilise student achievement data to inform the impact of teaching and future planning.
Cohesive High Performing Teams: Demonstrated distributive leadership that promotes education staff collaboration. <i>Lyn Sharratt, in Clarity (2019), notes that collaborative, professional learning using student evidence "accomplishes precision in practice when teachers learn and grow their practice together."</i>	100% of staff to engage in the Annual Professional Development Plan process. Teachers and Leadership personnel to access through the DoE Capability & Talent on-line platform.
	Implement a differentiated feedback model with teachers and educational assistants.
	Implement moderation processes that embrace teacher collaboration within and across schools.
	Use Investing For Success grant funding to support education staff access to Balanced Literacy five day Intensive.
Staff and Student Wellbeing	Implement breakfast Club and additional lunch packs.
	A year action plan to be developed and actioned by the Wellbeing Committee.
	Review WPH&S and behaviour data to inform improvements in processes.

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	94	102	109
Girls	35	34	37
Boys	59	68	72
Indigenous	22	25	27
Enrolment continuity (Feb. – Nov.)	97%	96%	96%

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

Our coeducational school caters for the learning needs of students who have a verified cognitive disability that results in them requiring access to specialised teaching in an alternative, individualised curriculum.

Our school provides educational programs for school aged students from Prep to year 12. A large percentage of our school population also has additional disabilities, including autism, sensory and physical impairments.

Students are placed in their chronological year level within the learning cohorts of Prep, Lower Primary, Upper Primary, Junior Secondary and Senior Secondary. The cohort structure recognises the distinct phases of learning and development and promotes a focus upon the small group and individual, ensuring student progress is enhanced.

Our families come from a range of socio-economic backgrounds. In 2018 our student population of 109 came predominantly from the north side of Rockhampton, coastal areas of Yeppoon, Emu Park, surrounding communities and the northern outskirts of Rockhampton. Access for students in coastal areas is enhanced by designated buses with support personnel.

Students identifying as indigenous contributed 25% to the total 2018 school population.

All students enter the school through the Enrolment in State Special School statutory process. Approximately two thirds of the student population began their schooling in their local primary school.

Average class sizes

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

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

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

- All key learning areas are taught using the Australian National Curriculum and General Capabilities extended curriculum in Lower Primary, Upper Primary, and Junior Secondary classes. Senior Secondary class lessons are planned for using QCIA (QLD Certificate of Individual Achievement) curriculum organisers. Senior Secondary students continue to be taught English and Maths units planned using the Australian National Curriculum.
- All students are taught and assessed against their ability level within the Australian National curriculum in ways that are age appropriate.
- Every student has an Individualised Curriculum Plan with their progress monitored daily.
- Balanced Literacy lessons are delivered in every class to enhance students' ability to read and compose text.
- Communication is a major focus to ensure all students have maximum access to all aspects of the curriculum. In 2018 'Let's Talk' proved to be a highly motivating program for Prep and Lower Primary students each week. This provided students with a significant number of motivating communicative opportunities.
- A holistic approach underscores all aspects of the curriculum to prepare students for their life after school.
- Work experience, further study and post school employment and leisure options form a vital part of the Senior Secondary program. Several student undertook school based apprenticeships which were support by the school, employment agencies and local employers.
- In 2018 our school continued to offer a Sporty Schools program. This entailed all students participating in a sports skill development lesson each week with the Life Stream Sports Development Officer. Once per term a Gala sports day was held with the support of various local sporting bodies.

Co-curricular activities

Our school provided students with a wide variety of extra curricula activities that enhance student learning. These offerings are often cultural or sporting in nature, and create strong links with the local community.

- Whole school Indigenous Cultural Day
- Lower Primary stay back afternoon (camp program)
- Upper Primary overnight camp at school
- Junior Secondary Camp at Cool Waters
- Triathlon and Senior Secondary school camp at Noosa and the Gold Coast
- Anzac Day March and ANZAC school service
- Intra-school sport 'Tri Sports', facilitated by Life Stream
- Sports Fun Days with other Regional schools
- Emu Park Beach Day Out
- School Colour Run
- Special Schools annual Basketball Challenge
- Remembrance Day Parade
- NADOC week activity day
- Harmony Day activities
- School Captains Badge Presentation Parades
- Free dress days and dress up days
- Community morning teas

- Excursions to a variety of local community venues and events
- End of year concert
- Graduation

How information and communication technologies are used to assist learning

Computers, iPads, interactive whiteboards and adaptive technologies are key components of our strategy to assist our students in their learning and communication for today's world. A range of assistive and adaptive hardware and software was available to students who require specialist support to enable access. The use of iPads to assist student communication and literacy was further enhanced by the purchase of additional iPads and specific communication software including Proloquo2Go and Clicker 6. These purchases as well as significant staff professional development and training was financed through the Investing for Success Grant funding. Other specialised software and on-line resources enhanced student access to the curriculum in highly motivating and differentiated ways. Communication systems provided rich learning experiences that enabled students to produce assessment responses in multimedia presentations or other formats that support maximum engagement. Interactive whiteboards are located in all classrooms along with a further 2 in our library and specialised teaching space.

A computer lab in the library was used to promote full class access to the internet for research and basic programming. Senior secondary and junior secondary students learnt programming skills through Robotics. Upper primary students applied their knowledge using BeeBots.

Through a variety of programs students were involved in sending of emails, electronic scanning of library withdrawals, digital cameras in the production of assessment presentations, on-line purchases of cooking ingredients, Internet search for information gathering.

Application software to support creation of student generated texts and iPads for communication purposes are used in every classroom. Use of the Proloquo2Go application for iPads by students with communication difficulties, is an age appropriate method of communication in today's digitally aware community.

Social climate

Overview

Rockhampton North Special School has a safe supportive environment that is responsive to the diverse and complex needs of students and their families. The 2018 School Opinion Survey saw very few returns which gave a limited view point, however, subsequent wider parent consultation, confirmed that the relationship between teachers and students, and between teachers and parents is strong. Again confirming the strong supportive family focus for which the school has become well known.

Teacher responses to the School Opinion Survey was positive, with significant improvement in reports against 'Staff enjoy working at their school' (S2069), 'Staff receive useful feedback about their work at their school' (S2071), 'Staff are well supported at their school' (S2075)

The school positive expectations 'Talk Friendly', 'Hands, Feet and Objects to Myself', 'Follow the Instructions', and 'Work First Then You Choose' form an integral part of the school culture. The expectations respond to the overarching school mantra – 'School is For Learning'. Large pencil sculptures labelled with each of the positive expectations were installed along the drive to the entrance of the school and are often referred to by students. The implementation of BucketFillers social emotional program has provided the school community with a positive way to promote acceptable behaviours. Students' academic and behavioural achievement was acknowledged each Friday during an awards parade.

Students whose disability is exacerbated by challenging behaviour are further supported by Risk Assessment Management Plans and complex case management.

The Chaplaincy program continued to be strongly supported by the school community in 2018. Our school Chappy supported our students, their families, and our staff every Monday and Wednesday. Being a young family man who is interested in 'cool stuff' like Lego and robotics, he was a great favourite with all the students. Chappy assisted students in classes, ran Lego Club, participated in excursions and camps, and was available for students who needed a friend with whom to chat. Our P&C contribute a sizable amount to ensure the continued two full days per week of service.

Our students, who often face significant challenges in relationship development, require that social skills are overtly and explicitly taught on a daily basis. Our school strives to create a positive, predictable environment for all students at all times of the day.

Student and staff wellbeing were supported through the school Wellbeing Framework. In 2018 the Wellbeing Committee reviewed Framework with a focus on social inclusion through motivating social events. A wide range of social activities for staff and students occurred throughout the year.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	83%	100%	88%
• this is a good school (S2035)	83%	100%	100%
• their child likes being at this school* (S2001)	83%	100%	100%
• their child feels safe at this school* (S2002)	83%	100%	100%
• their child's learning needs are being met at this school* (S2003)	83%	100%	82%
• their child is making good progress at this school* (S2004)	83%	100%	88%
• teachers at this school expect their child to do his or her best* (S2005)	83%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	83%	100%	100%
• teachers at this school treat students fairly* (S2008)	83%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	83%	100%	100%
• this school works with them to support their child's learning* (S2010)	83%	100%	100%
• this school takes parents' opinions seriously* (S2011)	83%	100%	100%
• student behaviour is well managed at this school* (S2012)	83%	100%	100%
• this school looks for ways to improve* (S2013)	83%	100%	100%
• this school is well maintained* (S2014)	83%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

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)			

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• 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)	96%	91%	98%
• they feel that their school is a safe place in which to work (S2070)	89%	88%	87%
• they receive useful feedback about their work at their school (S2071)	75%	84%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	87%	91%
• students are encouraged to do their best at their school (S2072)	100%	97%	96%
• students are treated fairly at their school (S2073)	100%	94%	93%
• student behaviour is well managed at their school (S2074)	81%	88%	89%
• staff are well supported at their school (S2075)	82%	81%	91%
• their school takes staff opinions seriously (S2076)	74%	81%	89%
• their school looks for ways to improve (S2077)	96%	91%	98%
• their school is well maintained (S2078)	93%	91%	93%
• their school gives them opportunities to do interesting things (S2079)	82%	88%	91%

* 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 and families are encouraged to take an active role in their child's education. They play an integral part in the development of their child's Individual Curriculum Plan twice per year. Parents of Senior Secondary students take part in Senior Education Training Plan (SET plans) and a Future Action Plan (PATH plans). Parent involvement in their child's senior education is crucial for the child's successful post school transition.

All students receive a written report twice yearly and are encouraged to attend parent teacher interviews. Every teacher negotiates a means of daily communication with parents which may take the form of communication books, emails, or texts. Parents are also welcome to volunteer to assist class and community based programs.

Our Parents & Citizens committee was again a small, but strong and active group, with several successful community events including the Christmas in July Fair. The P&C regularly had 10 to 12 parents in attendance at their monthly meeting.

Our school Newsletter continued to be distributed digitally or in paper form to families and interested community members fortnightly and provided information on current events and upcoming community and school functions. Each Newsletter contained photos from classes and their programs on a rotational basis. Our School Parent Bulletin Board was the site for newsletters, flyers of upcoming community, school or educational events along with professional support sessions available to parents and carers.

It was again exciting for our school to undertake ANZAC Day March with family members joining our school contingent. Our parents and carers were closely involved in Prep Information Sessions, Sports Fun Day, Gala Sporty

Schools days, Colour Run, Graduation and school leaders badge presentations, NAIDOC Activities, and our End of Year Concert.

Graduation, the culminating social event for our year 12 students, drew a gathering of over 100 family, friends and well-wishers for a wonderful night of celebration and farewell for our graduating students.

Our school open door policy, encouraged parents, grandparents and siblings to join in the celebration of learning throughout the year.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. It is supported by the whole school expectations - 'Talk Friendly', 'Hands, Feet and Objects to Myself', 'Follow the Instructions', and 'Work First Then You Choose'. Conflict resolution skills, and strategies that assist students to communicate wants and feelings have contributed to the program. Personal safety is explicitly taught through programs delivered within the school and into the community. The BucketFillers program has been a useful platform to teach students to respect others.

All programs continued to be well supported by the school Chaplain two days per week.

All staff members participated in professional development that promoted student safety and an awareness of the signs of domestic violence.

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	3	1	0
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Data sourced from the school's annual utilities return is used to inform budgeting and staff discussions around resource management, including photocopier usage.

During 2018 Senior Secondary classes continued our school recycling project and all classes endeavoured to turn off lights and air conditioners when not required. Air-conditioners are set to 25 degrees centigrade.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	5,683		168,565
Water (kL)	1,511	3,038	2,665

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

Find a school Search website

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	30	0
Full-time equivalents	25	21	0

*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	7	
Graduate Diploma etc.*		
Bachelor degree	21	
Diploma		
Certificate		

Non-teaching staff qualifications:

Highest level of qualification	Number of qualifications
Bachelor degree	1
Diploma	1
Certificate	9

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$42,791.

The major professional development initiatives are as follows:

- Balanced Literacy training
- Augmentative and alternative communication (AAC) workshops
- Proloquo2Go training
- Data collection and Analysis for student improvement
- Curriculum and planning
- Explicit Instruction for the teaching
- Applied First Aide
- Various health procedure training including seizure management, anaphylaxis management, gastronomy feeding, midazolam administration.

- Manual Handling
- Policy and Procedure refreshers
- Coaching and mentoring for pedagogical improvement
- Peer mentoring
- Learning Walks
- Mentoring and coaching
- Legal and policy training
- Disability specific professional development including Autism workshops
- Curriculum Moderation
- QCIA and Cert qualifications training

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%	96%

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	91%	87%	88%
Attendance rate for Indigenous** students at this school	89%	86%	87%

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

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

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

Year level	2016	2017	2018
Prep	92%	87%	95%
Year 1	93%	88%	89%
Year 2	94%	93%	85%
Year 3	90%	85%	89%
Year 4	92%	90%	80%
Year 5	90%	87%	93%
Year 6	91%	89%	90%

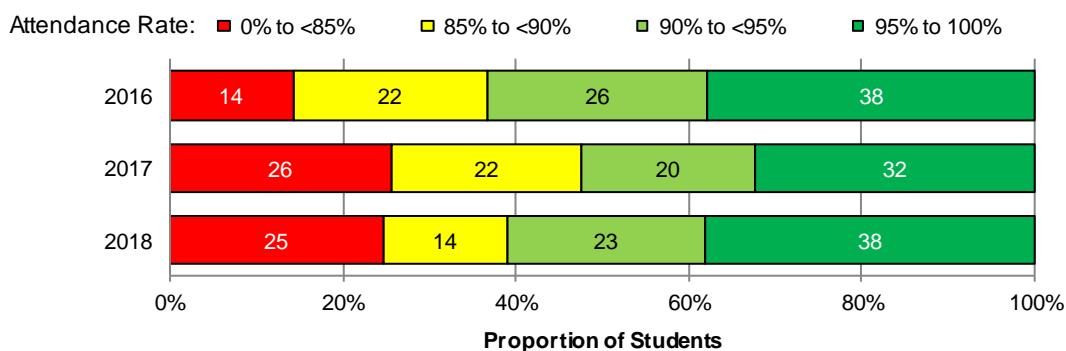
Year level	2016	2017	2018
Year 7	91%	87%	95%
Year 8	87%	91%	89%
Year 9	95%	84%	91%
Year 10	87%	91%	87%
Year 11	95%	81%	99%
Year 12	93%	82%	77%

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

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

In 2018 hard copy school rolls were marked twice daily and returned to the school office for data entry by Administration Officers. As a number of our students had significant health issues which impacted upon attendance close communication occurred between parents/carers/government agencies/classroom teachers and administration (principal and deputy). Administration was usually advised in advance of non-attendance related to medical procedures. Several students who have serious forms of epilepsy had broken attendance as a result of uncontrolled seizure patterns and associated hospitalisation. *Infoways* which is a SMS messaging service was used to notify parents of same day absences. The parents have the option to respond with the reason for the absence, enabling attendance data to be up-dated immediately. This has proved to be a highly effective way to manage absenteeism. If a student has an unexplained absence, the parent or caregiver is contacted by telephone. Unexplained non-attendance was not a major factor that applied to our school in 2018.

NAPLAN

Students at this school were exempt from participation in NAPLAN in 2018

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	8	8	9
Number of students awarded a QCIA	8	7	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%	0%	
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	
Number of students awarded one or more VET qualifications (including SAT)	2	0	4
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	2
Number of students awarded an IBD	0	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	25%	0%	44%
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	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	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	2	0	4
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

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

Our school provided students with access to Cert 1 in Work Readiness

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		70%	111%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		50%	200%

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.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Post school options and cancellation of student enrolment is always discussed with parents to ensure that all students have the best possible options for their future. Our school Principal, Deputy Principal, and Guidance Officer liaise with support agencies to ensure that appropriate help is available to students and their families. Early leaving was not an issue for any student in 2018.

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.rockhamptonnorthspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Conclusion

We are extremely proud of the significant achievement that students have continued to make in literacy and communication in 2018. It is evident that the whole school focus on these two aspects, coupled with our high expectations and absolute conviction that all students can learn, has led to student success. It is evident that as the rigor of teaching and learning has increased so has improvement in student behaviour. It is anticipated that 2019 will continue to see growth in achievement.