



Kuraby Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Kuraby Special School welcomes diversity and respects individuality by providing a professional, caring, positive, safe and supportive learning environment with specialised programs and support for students, families, staff and community. Our school has an annual enrolment of approximately 73 students ranging in age from 5 to 18 years of age. Our school provides programs for all the disability categories and supports students with a wide range of abilities. We focus on students' strengths to develop their interests in a variety of experiences and to extend their skills in all areas of their development. We are proud of our traditions in promoting functional academics through life skills. We believe our students have the right to reach their potential in the areas of physical, emotional, intellectual and social development, to be treated with dignity and respect, to have their uniqueness and giftedness recognised and nurtured and to access a range of community experiences and post school options. Our School Motto: Learning for Life is embraced by staff, families and students of this exceptional school community.

Principal's Forward

Introduction

This report reflects our school's progress in 2016. 2015, proved to be a very difficult year for our school and school community due to a number of different factors which were largely outside of the school's control. However, students, staff and the school community worked together in 2016, with newly appointed Principal Fleur Watson to ensure every student at Kuraby Special School engaged in quality educational programs.

School Progress towards its goals in 2016

Our 2016 school improvement agenda focussed on the teaching of reading with all staff engaged in reading improvement through the pedagogy of Balanced Literacy.

Improvement priority: Communication and literacy

Ensure that every student at Kuraby Special School succeeds every day in every classroom by further developing teachers' pedagogical practice in using the Four Blocks Literacy model to embed communication and teach students literacy skills.

Strategy: Developing a whole school pedagogical approach to the teaching of literacy.

Actions	Targets	Timelines	Responsible Officer/s	2016 Progress
All classroom teachers will use the Four Blocks pedagogy to teach guided and shared reading literacy skills in their classrooms every day.	Teachers will develop their Four Blocks pedagogical practice to implement shared and guided reading learning experiences in their classrooms on a daily basis.	Throughout 2016	Principal Deputy Principal HOC Classroom teachers	By the end of 2016 all teaching staff used Balanced literacy pedagogy-Four Blocks to teach guided and shared reading in their classrooms.



Strategy: Developing a whole school pedagogical approach to the teaching of literacy.

Actions	Targets	Timelines	Responsible Officer/s	2016 Progress
<p>All teachers and teacher aides at Kuraby Special School will further develop knowledge and skills in the teaching of guided and shared reading using Four Blocks pedagogy through the provision of professional development, coffee & sharing sessions and instructional coaching.</p>	<p>Teachers will reflect on their practice to develop Four Blocks learning goals which they will work to embed in their professional practice as part of their developing performance plan.</p>	<p>Throughout 2016</p>	<p>Principal Deputy Principal HOC Curriculum Committee SLT Teachers and Teacher Aides</p>	<p>100% of staff improved their capability to use Four Blocks pedagogy to teach literacy.</p>
<p>Kuraby Special School will provide differentiated professional development to one experienced teacher to create a Literacy Key Teacher role which will provide further coaching and support to staff.</p>	<p>One teacher will be selected to upskill their literacy capability to become the school Literacy Key Teacher.</p>	<p>Throughout 2016</p>	<p>Principal Deputy Principal HOC Curriculum Committee Literacy Key Teacher</p>	<p>Kuraby Special School was unsuccessful in being selected to train a key literacy teacher. In 2017 we have now trained 2 staff.</p>



Strategy : Embedding individualised student communication using the Speech Language Therapist and the Communication Teacher Aide.				
Actions	Targets	Timelines	Responsible Officer/s	2016 Progress
Increasing Speech Language Therapy support and assessment of students.	Admin staff will use the SLT to ensure all students have access to an individual communication program.	Throughout 2016	Principal Deputy Principal HOC SLT	In 2016 Kuraby employed an additional speech language therapist for one day/week.
Increasing teacher aide support for student's individual communication needs.	Teacher aides will participate in instructional coaching as part of their developing performance plan to continue to develop their skills in supporting students' individual communication.	Throughout 2016	Principal Deputy Principal HOC Communication Teacher Aide	Kuraby Special School was able to provide a communication teacher aide for three days /week.
Strategy : Introducing and Implementing Intensive Interaction Practices for Identified Students				
Engaging an Intensive Interaction pedagogical coach.	Staff will begin to develop an understanding of intensive interaction.	Term 2 &3, 2016	Principal Deputy Principal HOC	Kuraby Special School employed Jane Williamson to work with key staff in using Intensive Interaction.



Future Outlook

The table on the following pages shows how our 2016 explicit improvement agenda targets have dove tailed into our 2017 targets. The focus for our school has remained on improving student learning outcomes through a focus on literacy and communication.

Review of 2016 achievements below			
Improvement strategy from 2016 AIP	Implementation/Actions to address improvement strategy	Resources (Financial, human & physical)	Responsible officer (who will lead the strategy)
Improvement Strategy 1: Developing a whole school pedagogical approach to the teaching of literacy to improve student learning			
<p>All classroom teachers will use the Four Blocks pedagogy to teach guided and shared reading literacy skills in their classrooms every day.</p>	<p>Goal/Target:</p> <p>Teachers will develop their Four Blocks pedagogical practice to implement shared and guided reading learning experiences in their classrooms on a daily basis.</p> <p>Term 1, 2, 3 and 4</p> <ul style="list-style-type: none"> Teachers will teach literacy in their classrooms everyday by implementing Guided and Shared Reading using Four Blocks pedagogy. Teachers self-select a Four Blocks pedagogical practice skills development goal to work on throughout the year. 	<ul style="list-style-type: none"> School Classroom Staff. Four Blocks Resources, professional library established and continued. Professional subscriptions targeted for individuals and Admin team. 	<p>Principal – promote and participate in teaching, learning and development, monitoring and reviewing, of goal achievement. Principal will also work as a participatory leader modelling and coaching and supervising staff. Principal will meet with each teacher to participate in their developing performance plan conversation/plan development.</p> <p>Deputy Principal – allocate additional human resources, act as a participatory leader modelling and coaching and supervising designated sectors.</p> <p>HOC – participatory leader modelling and coaching and supervising designated sectors. Assisting with the provision and purchase of resources.</p> <p>Teacher – Guided and Shared Reading planning as part of a structured classroom day. Ongoing daily program delivery and resource development</p>



			Teacher Aide- Assist Teacher in daily reading activities
Focus 2017 below			
<p>All classroom teachers will use the Four Blocks pedagogy to teach guided and shared reading and working with words literacy skills in their classrooms every day.</p>	<p>Goal/Target:</p> <p>Teachers will embed their Four Blocks pedagogical practice to implement shared and guided reading and working with words learning experiences in their classrooms on a daily basis. Teachers will begin to focus their development of practice on a third Block- Working with Words.</p> <p>Term 1, 2, 3 and 4</p> <ul style="list-style-type: none"> Teachers will teach literacy in their classrooms everyday by implementing Guided and Shared Reading using Four Blocks pedagogy. Teachers will be asked to use the first session of everyday to teach literacy. Teachers self-select a Four Blocks pedagogical practice skills development goal to work on throughout the year as part of their Developing Performance Plan. Teachers will develop the Working with Words Block in conjunction with their Guided and Shared Reading practice. 	<ul style="list-style-type: none"> School Classroom Staff. Four Blocks Resources, professional library established and continued. Professional subscriptions targeted for individuals and Admin team. SLPs and HOC will model Working with Words strategies in Cuppa Companion, Coffee and Sharing and Classroom in the staffroom Twilight meeting Term 1 will focus on Working with Words block 2 staff will attend Balanced Literacy Intensive at Redhill Special School. AUSLAN teacher will mentor classroom teachers of Deaf students, EIs and ALMs Working with Words instruction and data collection. 	<p>Principal – promote and participate in teaching, learning and development, monitoring and reviewing, of goal achievement. Principal will also work as a participatory leader modelling and coaching and supervising staff. Principal will meet with each teacher to participate in their developing performance plan conversation/plan development.</p> <p>Deputy Principal – allocate additional human resources, act as a participatory leader modelling and coaching and supervising designated sectors. Whole School timetable will reflect mandated literacy time for all classrooms from 9am until 10:30am.</p> <p>HOC – participatory leader modelling and coaching and supervising designated sectors. Assisting with the provision and purchase of resources.</p> <p>Teacher – Guided and Shared Reading planning as part of a structured classroom day. Ongoing daily program delivery and resource development</p> <p>Teacher Aide- Assist Teacher in daily reading activities</p>
Review of 2016 improvements below			



Improvement strategy from 2016 AIP	Implementation/Actions to address improvement strategy	Resources (Financial, human & physical)	Responsible officer (who will lead the strategy)
<p>All teachers and teacher aides at Kuraby Special School will further develop knowledge and skills in the teaching of guided and shared reading using Four Blocks pedagogy through the provision of professional development, coffee & sharing sessions and instructional coaching.</p>	<p>Goal/Target:</p> <p>Teachers will reflect on their practice to develop Four Blocks learning goals which they will work to embed in their professional practice as part of their developing performance plan.</p> <p>Term 1:</p> <ul style="list-style-type: none"> • Teachers participate in Professional Development with Jane Farrall on the pupil free day Thursday 21/1/ 2016 • Teachers participate in sector shared planning sessions following Jane's PD • Teachers and Teacher Aides practice Guided Reading with support from HOC, SLT, Communication Taide • Teachers and Teacher Aides participate in Coffee/Sharing sessions focussing on Guided Reading • Teachers will begin to use SWIVEL technology to self-reflect on their own teaching. <p>Term 2:</p> <ul style="list-style-type: none"> • Teachers visit schools practising Four Blocks Guided and Shared Reading with Principal or in self-selected groups. • Teachers participate in Guided Reading Ed Studio. • Teachers build professional knowledge of Guided Reading through staff readings, further PD, further Coffee/ Sharing opportunities. • Teachers will begin to use SWIVEL technology to self-reflect on their own teaching. <p>Term 3:</p> <ul style="list-style-type: none"> • Teachers visit schools practising Four Blocks Guided and Shared Reading with Principal or in self-selected groups. Teachers participate in Guided Reading Ed Studio created by Rachel Doherty. • Teachers build professional knowledge of Guided Reading through staff readings, further Coffee/ Sharing opportunities. • Teachers will be encouraged to share their SWIVEL footage with HOC/Literacy Key Teacher to self-reflect on their own teaching. <p>Term 4:</p>	<ul style="list-style-type: none"> • Staff. • Four Blocks Resources/subscriptions, professional library continued/established. • Other school programs including SWIVEL robot and App. Class Ipads. 	<p>Principal – Will work as an Instructional Leader to teach, model, facilitate Guided and Shared Reading</p> <p>Deputy Principal – Will work as an Instructional Leader to teach, model, facilitate Guided and Shared Reading.</p> <p>HOC – participatory leader modelling and coaching. Assisting with the provision and purchase of resources such as the SWIVEL.</p> <p>Teacher – Ongoing daily program delivery and resource development/ use of SWIVEL as part of developing performance.</p> <p>Teacher Aide- Assist Teacher in daily delivery of literacy.</p>



	<ul style="list-style-type: none"> Teachers build professional knowledge of Guided Reading through staff readings, further Coffee/ Sharing opportunities. Teachers will be encouraged to share their SWIVEL footage with HOC/Literacy Key Teacher to reflect on their own teaching. Teachers begin to imbed Shared Reading practice in their classrooms. 		
Focus 2017 below			
<p>All teachers and teacher aides at Kuraby Special School will further develop knowledge and skills in the teaching of guided and shared reading and working with words using Four Blocks pedagogy through the provision of professional development, coffee & sharing sessions and instructional coaching</p>	<p>Goal/Target:</p> <p>Teachers will reflect on their practice to develop balanced literacy/Four Blocks learning goals which they will work to embed in their professional practice as part of their developing performance plan.</p> <p>Term 1/2/3/4:</p> <ul style="list-style-type: none"> Teachers participate in Professional Development with Rachel Doherty and Debbie McCarthy Teachers participate in sector shared planning sessions Teachers and Teacher Aides embed guided reading and commence working with words with support from HOC, SLT, Communication Teacher aide Teachers and Teacher Aides participate in Coffee/Sharing sessions focussing on Guided Reading and the incorporation of working with words. Teachers will begin to use/continue their use of SWIVEL technology to self-reflect on their own teaching. Teachers will continue their professional learning regarding Explicit Instruction pedagogy. Teachers visit schools practising Four Blocks guided and shared reading/working with words with Principal or in self-selected groups. Teachers participate in Rachel Doherty's Ed Studio. Teachers build professional knowledge of guided reading/working with words through staff readings, further PD, further Coffee/ sharing opportunities. Teachers will use SWIVEL technology to self-reflect on their own teaching. 2 staff will attend the literacy intensive at Redhill Special School. Teachers visit schools practising Four Blocks guided and shared reading and working with words with Principal or in self-selected groups. Teachers participate in Guided Reading Ed Studio created by Rachel Doherty. Teachers build professional knowledge of guided reading and working with words through staff readings, further Coffee/ Sharing opportunities. 	<ul style="list-style-type: none"> Staff. Four Blocks Resources/subscriptions, professional library continued/established. <p>Other school programs including SWIVEL robot and App. Class IPad.</p> <p>Further opportunity to watch other staff work at Kuraby and in term 3 and 4 at Logan City Special School.</p> <p>Professional Development for the leadership team with Lyn Sharratt- Putting Faces on the data</p>	



Improvement strategy from 2017 AIP	Implementation/Actions to address improvement strategy	Resources (Financial, human & physical)	Responsible officer (who will lead the strategy)
<p>Kuraby Special School will provide differentiated professional development to two experienced teachers to create Literacy Key Teachers to provide further coaching and support to staff.</p>	<p>Goal/Target: Two teachers will be selected to upskill their literacy capability to become the school Literacy Key Teachers. These staff will engage in the Literacy Intensive at Redhill Special School.</p>	<ul style="list-style-type: none"> • Staff- appropriate literacy key teachers • Four Blocks Resources • Other professional development programs such as Jim Knight Instructional Coaching. 	<p>The Leadership Team will lead this strategy.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	80	31	49	5	94%
2015*	78	28	50	3	97%
2016	73	29	44	3	95%

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

Students at Kuraby Special School are a diverse group of learners. All students have an intellectual disability. Many students at our school have a dual diagnosis of another disability area including Autistic Spectrum Disorder, Deafness or Hard of Hearing, Physical Impairment or Vision Impairment. Our school is multicultural and is strengthened by our diverse mix of students and staff.

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			5
Year 4 – Year 7			6
Year 8 – Year 10			6
Year 11 – Year 12			6

*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

Kuraby Special School uses the Australian curriculum for all students from Prep to Year 10. Students in Years 11 and 12 uses a senior schooling curriculum which focuses on transition to post school options. All students in Years P-10 have an Individual Curriculum Plan. Students in Year 11 and 12 have a PATH Plan which drives curriculum in the senior years.

Co-curricular Activities

Students participate in a wide variety of co-curricular activities including community based instruction, camps, inter-school sport, leisure and recreation development programs, arts programs and drama.

How Information and Communication Technologies are used to Assist Learning

ICT plays a big part in student learning at Kuraby Special School. All our classrooms have interactive whiteboards, stand-alone computers and iPads which promote digital pedagogies for all our students. Staff and students embrace digital technology and work with therapists to ensure students are able to use state of the art programs to develop both communication and learning opportunities.

Social Climate

Overview

Kuraby Special School is a Positive Behavior for Learning School and uses the Kuraby Cares to promote positive school wide behavior expectations. The school also uses the program Zones of Regulation to promote student development of emotional self-regulation. The school places high importance on developing student resilience and personal safety with all students learning about Protective Behaviors, and participating in a variety of whole school learning opportunities including 'Bullying No Way', Day for Daniel and the Daniel Morcombe curriculum, Cyber safety and Ditto through the Abused Child Trust. The school is always looking for ways to improve and also places emphasis on the promotion of an inclusive community through our whole school celebrations around Harmony Day and Naidoc Week.

The school has a Parent Room which promotes parent education and support with Parents meeting each Monday morning to chat and/or engage in interest based learning opportunities led by the school Guidance Officer. Parents and/or family members are also able to participate in Auslan classes to assist them to communicate with their deaf or hard of hearing children.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	70%	63%	73%
this is a good school (S2035)	70%	88%	70%
this school looks for ways to improve* (S2013)	70%	63%	73%
this school is well maintained* (S2014)	90%	88%	73%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)			97.7
they like being at their school* (S2036)			95.4
they feel safe at their school* (S2037)			94.3
teachers treat students fairly at their school* (S2041)			94.5
their school gives them opportunities to do interesting things* (S2047)			97.9

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	71%	95%
they feel that their school is a safe place in which to work (S2070)	81%	81%	90%
they receive useful feedback about their work at their school (S2071)	67%	62%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	77%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	90%	100%
student behaviour is well managed at their school (S2074)	90%	57%	86%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	86%	62%	90%
their school is well maintained (S2078)	90%	95%	100%
their school gives them opportunities to do interesting things (S2079)	86%	71%	90%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are partners in their child's education and are encouraged to meet with their child's class teacher to jointly construct and review the Individual Curriculum Plan (ICP), twice a year. Parents are also invited to attend Friday assemblies, school community days such as the Tri School Fun Run, Dance-a-thon and sports events. Our Guidance Officer runs a Parents Support Group each Monday between 9- 10:30am and also engages guest speakers based on parents interest.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These are embedded through our Kuraby Cares behavior expectations. Students are taught to regulate their own behavior through our school wide Zones of Regulation program and work with staff to maintain and learn suitable ways of controlling their emotions. The Cyber Safety Team visits the school each year to ensure students are appropriately educated on issues relating to the use of social media, Bravehearts programs and the Daniel Morcombe curriculum emphasizing recognizing, reacting and reporting when they, or others are unsafe is taught throughout the school as are the protective behavior messages associated with the Bullying No Way and the Circles Program.

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	2	2	0
Long Suspensions – 6 to 20 days	0	0	0
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

Our school seeks to reduce our environmental footprint however, air conditioners are used in classrooms to ensure that students are able to learn in temperatures conducive to concentration and the health needs of some of our students. The school also has solar panels fitted and rainwater tanks to assist with the conservation of electricity and water. Kuraby Special School promotes sustainability, respect and learning about our environment by offering students hands on learning opportunities to participate in gardening programs which promote caring for our environment using eco-friendly practices such as composting and our worm farm.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	76,578	375
2014-2015	46,576	166
2015-2016	102,032	262

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

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	24	31	0
Full-time Equivalents	19	19	0

Qualification of all teachers

Teachers at Kuraby Special School engage in a wide variety of Professional Development activities which focus on furthering their professional skills and capability to teach students with a disability. In 2016, many staff completed Auslan courses and further development in understanding and managing challenging behaviors through our Positive Behavior for Learning program. The school also accesses teacher specialists who are employed by Education Queensland as Advisory Visiting Teachers, Guidance Officers, and Behavior Teachers through the Regional Behavior Team.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	19
Diploma	19
Certificate	

*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 \$17000

The major professional development initiatives are as follows:

Staff at Kuraby Special School participated in a wide variety of professional development activities including:

- Four Blocks Balanced Literacy teacher training-(Guided and shared Reading, Self-selected reading)
- Using PODD, PECS and assisting students with early communication
- Austswim
- Leadership and Coaching
- Zones of Regulation
- Certificate IV Training and Assessment- VET
- Positive Behavior for Learning
- Trauma Informed Practice
- Essential Skills for Classroom Management
- Data Collection Practices
- Autism Practices
- Visits to other like schools,
- Auslan,
- Leading from where you are,
- Regional Professional Development opportunities
- Attendance at QASEL
- Mentoring and peer coaching
- School leadership programs
- Lyn Sharratt-Putting Faces on the Data
- Data Literacy

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.	94%	94%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students



Key Student Outcomes

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).	91%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	81%

*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%.

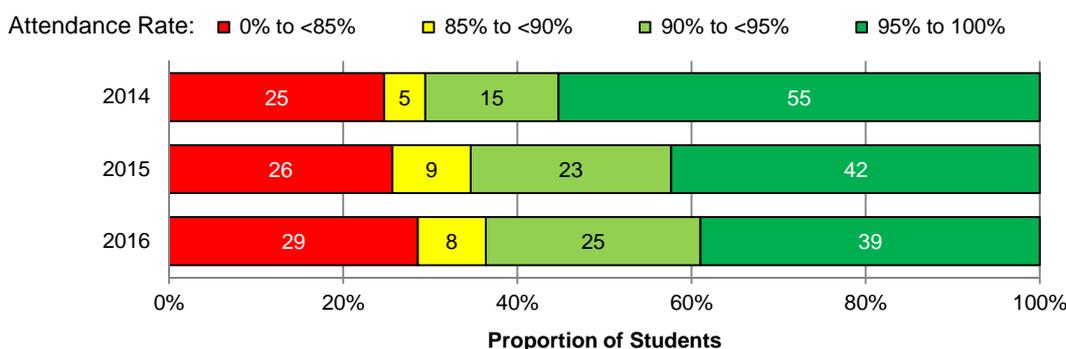
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	94%	82%	88%	DW	85%	DW	93%	85%	92%	95%	91%	77%	94%
2016	67%	DW	80%	96%	94%	90%	DW	94%	85%	94%	89%	88%	90%

*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.

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.

Kuraby Special School believes that student attendance is vital to students attaining a successful education. Our classroom rolls are marked by teachers twice per day. Roll marking data generates a text message which is sent to parents to ensure the parent is aware of their child's non-attendance at school. Extended absences are followed up with parents via a phone call from school staff.

The school encourages school attendance but acknowledges that some of our students have medical conditions that necessitate greater than usual time away from school.

NAPLAN



Due to our students significant intellectual disability parents of students in Years 3,5,7 and 9 have not elected to participate in NAPLAN.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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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 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	6	6	9	
Number of students awarded a Queensland Certificate of Individual Achievement.	6	6	9	
Number of students receiving an Overall Position (OP)	0	0	0	
Percentage of Indigenous students receiving an Overall Position (OP)		0%		
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	5	
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0%		
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	

OUTCOMES FOR OUR YEAR 12 COHORTS

Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	0%	56%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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

OVERALL POSITION BANDS (OP)

Years	Number of students in each band for OP 1 - 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

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

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

In 2016 Students at Kuraby Special School completed the Certificate 1 in Workplace Practices.

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.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* 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%).

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

Early leavers information

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

Conclusion



Students, staff and the Kuraby School community are actively working to make Kuraby Special School a school that showcases best practice teaching pedagogy for students with a disability. Staff at our school set high educational standards for our students who are able to engage in exciting educational programs, extra-curricular activities and activities which foster individual skill development. Staff at Kuraby work together to make sure that every day counts ensuring every student achieves to the very best of their ability. Staff at Kuraby Special School are united by their commitment to educating students with a disability and work to ensure all students receive a quality education.

