



Kuraby Special School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	83 Alpita Street Kuraby 4112
Phone:	(07) 3457 6777
Fax:	(07) 3341 6751
Email:	principal@kurabyspecs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Fleur Watson Principal

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 Foreword

Introduction

This report reflects our school's progress in 2017. 2017, proved to be a year of consolidation and growth for our school and school community. Students, staff and the school community worked together in 2017 to achieve our explicit improvement agenda and build a cohesive and high performing skilled staff team who used disability specific pedagogy and practices to improve student learning outcomes.

School Progress towards its goals in 2017

School Improvement Priorities 2017

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
All classroom teachers will use the Four Blocks pedagogy to teach the guided and shared reading and working with words balanced literacy blocks in their classrooms throughout the week.	Teachers will develop their Four Blocks pedagogical practice to embed guided and shared reading and implement the working with words balanced literacy learning experiences in their classrooms throughout the school week.	Throughout 2017	Principal Deputy Principal HOC Classroom teachers
Every classroom at Kuraby Special School will contain Four Blocks "Look For" balanced literacy resources which support teachers' pedagogical practice in embedding guided and shared reading and implementing working with words balanced literacy teaching.	Teachers will use Four Blocks resources as outlined in the school "Look Fors" to support and develop their literacy teaching practice.	Term 2 & 3, 2017	Principal Deputy Principal HOC Curriculum Committee Classroom teachers
All teachers and teacher aides at Kuraby Special School will further develop knowledge and skills in the teaching of literacy using Four Blocks balanced literacy pedagogy through the provision of professional development, coffee & sharing sessions, instructional coaching and facilitated observation time (WOW).	Teachers will reflect on their practice to develop balanced literacy learning goals which they will work to embed in their professional practice as part of their developing performance plan.	Throughout 2017	Principal Deputy Principal HOC Curriculum Committee SLT Teachers and Teacher Aides
Kuraby Special School will provide differentiated professional development to two teachers to extend their literacy pedagogical practice to provide further coaching and support to staff.	Two teachers will attend the Literacy Intensive offered by Redhill Special School.	Easter, 2017	Principal Deputy Principal HOC Curriculum Committee Literacy Key Teachers

Strategy: Embedding individualised student communication using the Speech Language Therapist and the Communication Teacher Aide.

Actions	Targets	Timelines	Responsible Officer/s
Increasing Speech Language Therapy support and assessment of students.	Admin staff will utilise additional SLT to ensure all students access individual communication programs.	Throughout 2017	Principal Deputy Principal HOC SLT
Increasing teacher aide support for student's individual communication and literacy needs.	Teacher aides will participate in instructional coaching and professional development as part of their developing performance plan to continue to develop their skills in supporting students' individual communication and literacy development.	Throughout 2017	Principal Deputy Principal HOC Communication Teacher Aide

Future Outlook

School Improvement Priorities 2018

Improvement priority: To improve literacy across the school

Strategy: Embed balanced literacy by ensuring all teachers at Kuraby Special School are proficient in teaching literacy using the pedagogy of balanced literacy

Actions	Targets	Timelines	Responsible Officer/s and resources
---------	---------	-----------	-------------------------------------



<ul style="list-style-type: none"> Teachers will continue to develop their balanced literacy pedagogy practice in their classroom every day to improve student learning outcomes Teachers will participate in coaching sessions with Caroline de Hennim to set and work towards professional goals central to improved pedagogical practise to improve student learning outcomes Literacy leadership and a School Improvement Working Group will be established to continue the advanced literacy practices within the school to improve student learning outcomes 	100% of teachers at Kuraby Special School will delivery literacy lessons using the pedagogy of balanced literacy daily.	Throughout 2018	Principal Deputy Principal HOC Literacy Leader Classroom Teacher
	100% of full-time classroom teachers at Kuraby Special School will engage in coaching fortnightly focused on an individual goal to improve practice aligned with the school improvement agenda.	Throughout 2018	Teachers Professional coach
	The Principal will identify a literacy leadership team with a literacy leader and form a school improvement working group to embed whole school literacy practices through creating and constructing literacy 'Literacy Look Fors' and contributing to the Cuppa Companion weekly.	Throughout 2018 Throughout 2018	Teachers Literacy Leader SWIG members Literacy Leader SWIG members
<ul style="list-style-type: none"> Teachers will continue to develop their data literacy using whole school assessment and diagnostic testing strategies and coaching by the HOC. 	100% of teachers will engage in whole school practices of; assessment, moderation and reporting each semester as well as termly data conversations/case management meetings with the HOC.	Throughout 2018	Coffee and Share Cuppa Companion Case Management protocol HOC Literacy leader Literacy SWIG Leadership team

Improvement priority: To improve individual student communication across the school.

Strategy: Improve student communication skills by using diagnostic assessment and collaboratively written plans.			
Actions	Targets	Timelines	Responsible Officer/s
Creating, trialling and implementing individualised communication plans so each child has: <ul style="list-style-type: none"> a successful mode of communication consistency of teaching and learning across school and home 	100% of school students working with the General Capabilities will have an individualised communication plan by the end of the 2018 school year.	Throughout 2018	Principal HOC SLT Literacy SWIG Classroom teacher

Improvement priority: To improve numeracy across the school

Strategy: To improve student numeracy outcomes by building teacher capability.			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Commence a professional focus on numeracy using the enquiry cycle to determine: <ul style="list-style-type: none"> Teacher's confidence in delivering mathematics 	100% of teachers will report increased confidence in their knowledge and skills in teaching numeracy.	Throughout 2018	Principal HOC Numeracy Leader

<ul style="list-style-type: none"> ✦ Mathematics resourcing needs ✦ Best practice pedagogical approaches for teaching mathematics to students with intellectual disability ✦ Identify a numeracy program which will support the teaching of C2C SWD units. <ul style="list-style-type: none"> • Identify a numeracy program which will support the teaching of C2C SWD units. • To improve numeracy data literacy for teachers to improve planning, teaching and assessment 	<p>By the end of 2018 Kuraby Special School will have identified a numeracy program to ensure all teachers improve their capability through the development of their knowledge and skills to teach numeracy to improve student numeracy outcomes</p>	<p>Throughout 2018</p>	
--	--	------------------------	--

Improvement priority: To embed Positive Behaviour for Learning across the school.

Strategy: Embed positive behaviour for learning by focussing on and embedding the Tier 1 strategies, Autism practices, Zones of Regulation and Restorative Practices			
Actions	Targets	Timelines	Responsible Officer/s
<p>Consistency of practice will be embedded through the use of classroom 'Look Fors' and PBL 'Walk Throughs' to improve student learning outcomes.</p>	<p>100 % of teachers will be engaged in ensuring their classroom meets 'Look For' standards for Balanced Literacy and PBL</p>	<p>Throughout 2018</p>	<p>Principal Deputy Principal PBL team members</p>
<p>Teachers and teacher aides will continue to build their field knowledge of Tier 1 PBL strategies and practices, Autism Practices, Zones of Regulation and Restorative Practices through monthly professional development opportunities, twilight sessions and classroom coaching opportunities to improve student learning outcomes.</p>	<p>100% of teachers will report increased confidence in supporting students using school universal practices</p>	<p>Throughout 2018</p>	<p>Principal Deputy PBL SWIG Teachers Teacher Aides</p>
<p>A classroom profiler will be trained to engage with teachers to assist them in establishing the essential skills for classroom management.</p>	<p>Over 80% of teachers will be profiled on the Essential Skills for Classroom Management. 100% of teachers will demonstrate with the Essential Skills for Classroom Management in their classrooms.</p>	<p>Throughout 2018</p>	<p>Deputy Principal PBL leader Teachers Cuppa Companion PBL professional development</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	78	28	50	3	97%
2016	73	29	44	3	95%
2017	70	30	40	2	99%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 multi-religious 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	2015	2016	2017
Prep – Year 3	5	5	5
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

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:	2015	2016	2017
their child is getting a good education at school (S2016)	63%	73%	100%
this is a good school (S2035)	88%	70%	100%
their child likes being at this school* (S2001)	75%	73%	89%
their child feels safe at this school* (S2002)	75%	60%	89%
their child's learning needs are being met at this school* (S2003)	75%	64%	89%
their child is making good progress at this school* (S2004)	75%	60%	89%
teachers at this school expect their child to do his or her best* (S2005)	75%	64%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	63%	67%	89%
teachers at this school motivate their child to learn* (S2007)	75%	60%	89%
teachers at this school treat students fairly* (S2008)	75%	60%	89%
they can talk to their child's teachers about their concerns* (S2009)	75%	64%	89%
this school works with them to support their child's learning* (S2010)	88%	64%	89%
this school takes parents' opinions seriously* (S2011)	75%	64%	89%
student behaviour is well managed at this school* (S2012)	75%	55%	89%
this school looks for ways to improve* (S2013)	63%	73%	89%
this school is well maintained* (S2014)	88%	73%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)		100%	100%
they like being at their school* (S2036)		100%	100%
they feel safe at their school* (S2037)		100%	100%
their teachers motivate them to learn* (S2038)		100%	100%

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
their teachers expect them to do their best* (S2039)		100%	100%
their teachers provide them with useful feedback about their school work* (S2040)		100%	100%
teachers treat students fairly at their school* (S2041)		100%	100%
they can talk to their teachers about their concerns* (S2042)		100%	100%
their school takes students' opinions seriously* (S2043)		100%	100%
student behaviour is well managed at their school* (S2044)		100%	100%
their school looks for ways to improve* (S2045)		100%	100%
their school is well maintained* (S2046)		100%	100%
their school gives them opportunities to do interesting things* (S2047)		100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
they enjoy working at their school (S2069)	71%	95%	92%
they feel that their school is a safe place in which to work (S2070)	81%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	92%	100%
students are encouraged to do their best at their school (S2072)	100%	95%	94%
their school looks for ways to improve (S2077)	62%	90%	88%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	71%	90%	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, Braveheart's 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. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	2	0	6

Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	46,576	166
2015-2016	102,032	262
2016-2017	59,808	506

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	34	0
Full-time Equivalents	17	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	
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	21
Diploma	21
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 2017 were \$31, 689

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

- Data Literacy
- Balanced literacy intensive

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

100% of Teacher Aides were also involved in professional development activities.

Staff capability development in the areas of literacy teaching, individualised student communication skills, capability development building staff skills in positive behaviour for learning and leadership development.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	95%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	81%	75%

*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 2017 for all Queensland Special schools was 88%.

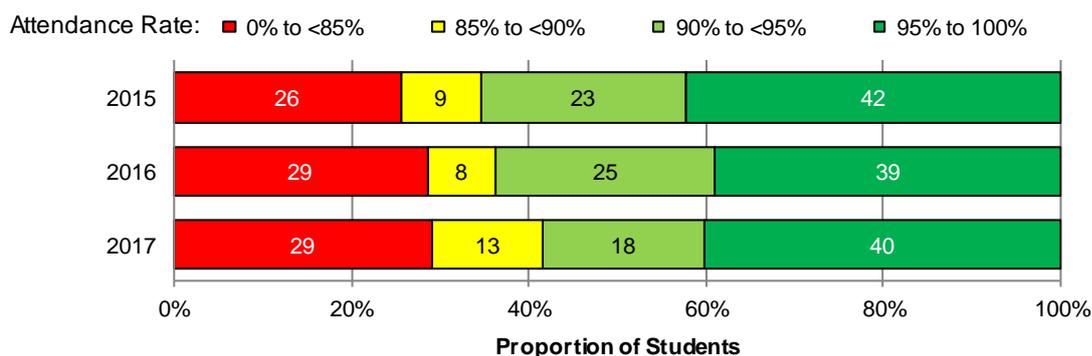
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	82%	88%	DW	85%	DW	93%	85%	92%	95%	91%	77%	94%
2016	67%	DW	80%	96%	94%	90%	DW	94%	85%	94%	89%	88%	90%
2017	94%	73%	DW	86%	96%	DW	90%	DW	92%	79%	94%	91%	82%

*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 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.

NAPLAN

Due to our students significant intellectual disability parents of students in Years 3,5,7 and 9 have not chosen to grant permission for their student 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.

Find a school

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 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	2015	2016	2017
Number of students receiving a Senior Statement	6	9	7
Number of students awarded a Queensland Certificate of Individual Achievement.	6	9	6
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)	0%		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	5	4
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%		0%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
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%	56%	57%
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)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. 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
2015	0	0	0
2016	5	0	0
2017	4	0	0

As at 14th February 2018. The above values exclude VISA students.

In 2017 Students at Kuraby Special School completed and participated in Certificate I in Hospitality, Certificate I in Active Volunteering and Certificate I in ICT.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.				122%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.				100%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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. One student who had negotiated to repeat Year 12, withdrew from school in July, 2017 due to the family re-locating away from the school local area.

Conclusion

Kuraby Special School provides a relevant and engaging education for students with an intellectual disability from Prep to Year 12. Students at Kuraby engage in the Australian Curriculum with a focus on the development of literacy and numeracy skills. Staff at Kuraby continually seek to improve their professional practice and capability focusing on evidenced based practices to ensure students at Kuraby Special School continue to improve and enhance their learning outcomes.

