Kuraby Special School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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From the Principal

School overview

Kuraby Special School, is a Band 9 special state school in the Metropolitan Region. Kuraby Special School is a diverse school that 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 a current annual enrolment of 75 students ranging in age from 5 to 18 years of age. Our school provides inclusive educational programs for students with a range of disabilities. We focus on students' strengths to extend their skills in all areas of development. We are proud of our current systematic curriculum implementation where all students are accessing the *Australian Curriculum* and meeting the expectations outlined in the *Curriculum, Assessment and Reporting Framework*. 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 strengths and abilities recognised and nurtured, and to be equipped with the skills they require to be active members of their community throughout their school years and beyond.

It has been my pleasure to write this report and have the opportunity to reflect and report on our school progress throughout 2018. I am encouraged and delighted to celebrate the learning outcomes that our students have achieved. It has been a wonderful experience to lead Kuraby Special School and to continue the improvement journey that was set by the leadership team in 2018.

Our successes are a result in forming strong and positive partnerships with parents/caregivers, students and staff. Our community has a shared vision and commitment to building a culture that promotes learning and expert teaching teams. The P&C have been a wonderful support working collaboratively with the school leadership team and staff towards creating an inclusive and welcoming school environment for all.

I hope that you find the information in this report informative and if you have any questions please contact the school office.

Kind regards,

Megan Cameron
Acting Principal

School progress towards its goals in 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
Teachers will continue to develop their balanced literacy pedagogy practice in their classroom every day to improve student leaning 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 SLT Classroom Teacher Balanced literacy resources
Teachers will participate in coaching sessions with Caroline de Hennin to set and work towards professional goals central to improved pedagogical practise to improve student learning outcomes	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 Performance Plans
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	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	Teachers Literacy Leader SWIG members Teaching and Learning Handbook 'Look Fors' Cuppa Companion
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 and resources
Creating, trialling and implementing individualised communication plans so each child has: • 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 Communication Plan

Improvement priority: To improve numeracy across the school

Strategy: To improve student numeracy outcomes by building teacher capability.

Actions	Targets	Timelines	Responsible Officer/s and resources
Commence a professional focus on numeracy using the enquiry cycle to determine: • Teacher's confidence in delivering mathematics • 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.	100% of teachers will report increased confidence in their knowledge and skills in teaching numeracy.	Throughout 2018	Principal HOC Numeracy Leader Numeracy SWIG Numeracy Resources Coffee and Share Cuppa Companion
Identify a numeracy program which will support the teaching of C2C SWD units.	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.	Throughout 2018	Principal HOC Numeracy Leader Numeracy Resources Coffee and Share Cuppa Companion Numeracy SWIG
To improve numeracy data literacy for teachers to improve planning, teaching and assessment	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

Future outlook 2019

- Continue to embed Balanced Literacy by ensuring all teachers at Kuraby Special School are proficient in teaching literacy using the pedagogy of Balanced Literacy.

- Develop teacher capability to teach Mathematics and Numeracy by targeting professional development and coaching to deepen each teacher's understandings of the Australian Curriculum Mathematics and Numeracy learning area.

- Ensure every student has an accurate and collaboratively agreed upon Individual Communication Plan.

- Embed Positive Behaviour for Learning by focussing on and embedding the Tier 1 strategies, Autism practices, Zones of Regulation and Restorative Practices.

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	73	70	70
Girls	29	30	29
Boys	44	40	41
Indigenous	3	2	2
Enrolment continuity (Feb. – Nov.)	95%	99%	93%

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

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 ASD, Deaf or Hard of Hearing, Physical or Visual Impairment. Our school is multicultural and is strengthened by our diverse students and staff.

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	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	6	6	6
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

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and refined collaboratively to provide a shared vision for curriculum practice.

Co-curricular activities

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

How information and communication technologies are used to assist learning

In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. At Kuraby Special School, we foster this learning through the use of digital resources such as interactive whiteboards, computers, iPads and a wide array of communication devices. This year we have introduce STEM giving students access to robotics, coding and construction.

Social climate

Overview

Kuraby special school is a Positive Behaviour for Learning (PBL) school and uses the Kuraby CARES to promote positive school wide expectations. To compliment PBL we use The Zones of Regulation program to explicitly teach self-regulation. We place high importance on developing student resilience and personal safety. All students learn about protective behaviours through The Right to Know, The Bravehearts Ditto school presentation and the Daniel Morecomb curriculum. The school community embraces special events such as Harmony Day, NAIDOC Week, Day for Daniel, National Day Against Bullying and other awareness raising events as a way of bringing the community together. Kuraby Special School hosts a MyTime parent group which promotes parent education, connection and support to families with children that have special needs.

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	82%	94%
• they feel that their school is a safe place in which to work (S2070)	90%	82%	100%
• they receive useful feedback about their work at their school (S2071)	71%	71%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	100%
• students are encouraged to do their best at their school (S2072)	95%	94%	100%
• students are treated fairly at their school (S2073)	100%	76%	94%
• student behaviour is well managed at their school (S2074)	86%	82%	94%
• staff are well supported at their school (S2075)	76%	82%	94%
• their school takes staff opinions seriously (S2076)	71%	71%	88%
• their school looks for ways to improve (S2077)	90%	88%	94%
• their school is well maintained (S2078)	100%	100%	94%
• their school gives them opportunities to do interesting things (S2079)	90%	76%	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.

Parent and community engagement

Parents and community members are encouraged to play an active role in the education of their children by forming a partnership with the school staff. Kuraby Special School values these partnerships and believes it leads to the optimal learning opportunities for students. As a school, we create many formal and informal opportunities for parents to engage with our school about their child's progress at school.

Some of these opportunities include:

- Reports to parents - written twice yearly to inform them of their children's progress.

- Social Media – regular Facebook posts promoting learning and celebrating student success.

- Newsletter - we produce regular newsletters to keep parents, caregivers and community members informed about school activities and developments.

- Letters – we communicate information about specific issues relating to a student by way of a personal letter, usually sent home with the student.

- Parent teacher meetings - held at the start and end of each semester to discuss the learning program with parents. These include Individual Curriculum Plan and SET plan meetings and PATH planning.

- School events - parents can be involved in a range of school activities such as assisting in classrooms, helping with excursions and camps, or offering their expertise to help organise extracurricular activities such as sports carnivals, musicals and science club.

- P&C – parents and caregivers are encouraged to become members of the P&C and be actively involved in supporting the school community.

Respectful relationships education programs

Kuraby Special School has developed and implemented programs that focus on and appreciate respectful, equitable and healthy relationships.

A whole-school approach encourages the leadership team to review existing procedures and culture to ensure that they model respectful relationships and gender equality practices across the entire school community.

At Kuraby Special School, we look at staff practices, classroom management, school events, sport programs, formals and other occasions, to ensure all aspects of our school's operation and culture are underpinned by respect and equality.

Kuraby Special School's approach to Respectful Relationships recognises that our school is:

- a workplace where all staff should feel equally respected, safe and valued and have equal opportunities
- a safe space where students can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships

Upon enrolment families are made aware of the expectation of staff, students and parents to engage in respectful communication and practices. They are also made aware of the school Responsible Behavior Plan.

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	0	6	8
Long suspensions – 11 to 20 days	0	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

Our school endeavours to limit our environmental footprint as much as possible and staff and students are aware of ways to limit our electricity and water usage. Air conditioners are only used when necessary for productive learning and temperature maximums and minimums are communicated to staff. Staff are Educated about the efficient and effective use of electricity and water for example turning lights off when exiting rooms and using water tanks for watering the grounds.

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,032	59,808	96,192
Water (kL)	262	506	575

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 standardised 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.

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	21	32	0
Full-time equivalents	19	19	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
Doctorate	0
Masters	3
Graduate Diploma etc.*	6
Bachelor degree	21
Diploma	21
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $44701.00

The major professional development initiatives are as follows:
- School leadership coaching
- QELi middle leaders development
- PBL
- Profiling
- Team teach
- Coaching
- First aide
- Essential Skills
- Australian Curriculum
- Rock and water
- Drumming
- Attendance at professional association conferences
- Communication – PECS, PODD, AUSLAN,
- Literacy Intensive
- PATH
- Understanding behaviour – Restorative Practices, Trauma, Zones of Regulation
- WH&S
- DET Mandatory Training
- School based weekly PD and Twilight
- Mentoring and feedback processes

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.	97%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	88%	88%	88%
Attendance rate for Indigenous** students at this school	81%	75%	99%

* 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	67%	94%	81%
Year 1	DW	73%	94%
Year 2	80%	DW	78%
Year 3	96%	86%	DW
Year 4	94%	96%	91%
Year 5	90%	DW	96%
Year 6	DW	90%	87%

Year level	2016	2017	2018
Year 7	94%	DW	89%
Year 8	85%	92%	83%
Year 9	94%	79%	88%
Year 10	89%	94%	79%
Year 11	88%	91%	97%
Year 12	90%	82%	91%

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
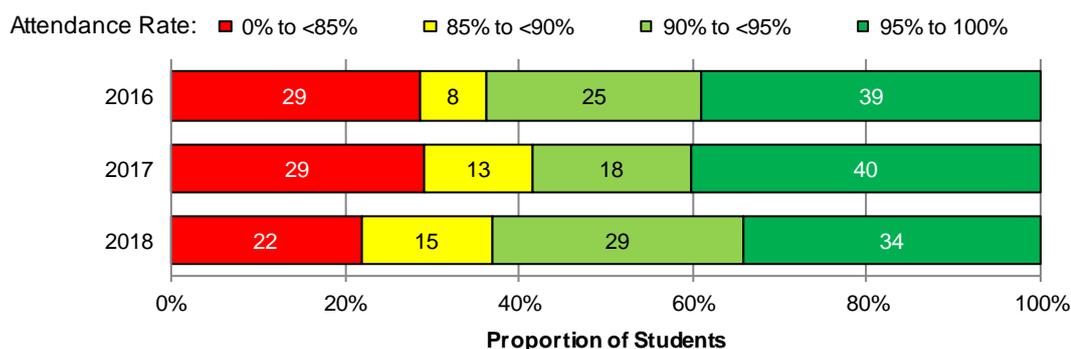
Description of how this school manages non-attendance

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.

Non-attendance is managed in line with state school procedures which outlines the process for managing and recording student attendance and absenteeism. Parents contact the school when a student is absent and are encouraged to identify the reason for being absent. If a student is not present and the reason is unexplained, the parents are sent a text message asking them to explain. If not reply is made, follow up then occurs and is recorded. Staff meet the students at the front gate of the school and absenteeism is monitored when students arrive at school. Rolls are marked by the classroom teacher twice daily on OneSchool Roll Marking. Long absences and poor attendance are addressed through admin according to the policy. Personal calls and support are made to parents and caregivers who have difficulty getting their child to school.

NAPLAN

Due to our students' Intellectual Disability, parents of students in years 3, 5, 7 and 9 have given permission for their child to be exempt from NAPLAN.

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	9	7	13
Number of students awarded a QCIA	9	6	13
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%	
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP		0%	
Number of students awarded one or more VET qualifications (including SAT)	5	4	7
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	0
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	56%	57%	54%
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	5	4	7
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).

VET Courses:

- Certificate I in Hospitality
- Certificate I in Work Readiness
- Certificate I in Active Volunteering
- Certificate I in Digital, Media Information Technology

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		122%	107%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	

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.

All students completed year 12 or an extension year.

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