

Mackay District Special School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The scope of this report is to outline the school's strategic intent aligned to the following "Every Student Succeeding" – State Schools Strategy 2014-2018. Toolkits form the basis of the school's organisational and reporting structure and are accountable to the leadership team. Development of leadership capabilities across the school is ongoing through the Toolkits and is seen as fundamental in operationalising the School Improvement Agenda.

A copy of this report is sent home to all our families and is contained within the school's enrolment package.

At Mackay District Special School we are committed to providing a caring environment that provides quality, individualised needs based programs in an alternative setting from P-12, where each student is encouraged and supported to reach their full potential. We deliver equitable opportunities for students with diverse needs. We aim for quality educational outcomes which will enable students to access the skills and knowledge necessary to participate in present and future society. We aim to provide the best possible climate where the whole school community can feel safe and happy through skilled, sensitive interpersonal relationships.

School progress towards its goals in 2015

The Mackay District Special School team is working together to develop a high performing, inclusive school by creating a dynamic and innovative environment driven by positive behavioural support systems and incorporating a variety of communication systems including PECS, Proloquo2Go® and iDevices, Keyword Signing, Aided Language Displays and PODDS.

Student learning is maximised enabling students to reach their full potential by offering differentiated and personalised programs. Staff at all levels of the organisation is engaged in the learning process by creating a culture of inquiry.

"Every Student Succeeding" enables team members to establish a relationship with the school's AIP. Performance Frameworks are a means to support team members to keep learning and doing their best.

The Mackay District Special School Curriculum Plan outlines our school community's priorities for improving student learning outcomes and addressing policy requirements. The aim of our Curriculum Plan is to link the rationale and structure of the P-12 Assessment and Reporting Framework to individual program development and assessment for students with disabilities focusing on aspects of the General Capabilities in the Australian Curriculum. Disability specific resource materials such as

ASDAN and the MDSS Checklist, Intensive Interaction and Active Learning add to the richness of the programs we deliver.

The school's Curriculum Plan is the overarching framework that guides us through curriculum, assessment and reporting procedures, enabling us to create meaningful Individual Curriculum Plans (ICP).

MDSS Pedagogical Framework outlines the way our teachers teach. The underlying principles are:

- that each student can learn and that the needs of every student are important
- that each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- that high expectations should be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop
- that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum (AC):

The 3-dimensional design of the AC, comprising of learning areas, general capabilities and cross curriculum priorities provides teachers with the flexibility to personalise learning and build on students' prior learning, experiences and goals. The process applies to ALL students, regardless of individual circumstances or the type or location of school they attend. The process reinforces every student's entitlement to rigorous, relevant and engaging learning experiences across all areas of the curriculum and ensures that ALL students have the same opportunities and choices in their education.

MDSS's improvement agenda focuses on:

Target 1 partially completed	Target 4 partially completed
Target 2 partially completed	Target 5 partially completed
Target 3 partially completed	Target 6 partially completed

- | | |
|--|--|
| 1. Setting targets to focus attention | 4. Building strong community partnerships |
| 2. Explicit Instruction as the core of MDSS Pedagogical Framework | 5. Using ICTs to improve learning outcomes |
| 3. Focus improvement performance to help teachers make a difference (Taxonomy) | 6. Transition-Focused Education (Kolher's) |

Future outlook

There is a clear intention within Mackay District Special School to improve delivery of teaching and learning in the classroom. Leaders currently use Teaching and Learning Walks in relation to agreed standards. Coaching is now recognised as a key learning methodology for all who would seek to help others grow and develop in their roles. Coaching and feedback are embedded into the way we go about doing business. Leaders more effectively support the development of others by providing feedback, enhancing levels of motivation and commitment, and facilitating improved pedagogical practices and outcomes.

Our purpose is aligned to Education Queensland's State Schools Strategy 2014-2018 'Every Student Succeeding'. As a school we deliver improved learning and achievement for all students in the quest for self-determination. Our students will be equipped when they leave school to voice their future aspirations in terms of vocation, future living arrangements and social/recreational activities. The Australian Curriculum forms the basis of MDSS Curriculum Plan and is linked with MDSS Tracking Tool. All teachers understand and use effective teaching methods, including explicit instruction and enquiry-based learning to maximise student learning.

The ASDAN Award Scheme

At Mackay District Special School we are developing a relevant and worthwhile curriculum for our senior students. We are committed to developing opportunities for life-long learning after they leave the school system.

Using Kohler's Taxonomy we are building a school program philosophy around Transition-Focused Education for our senior students. A key component of program structure and student development is to link with ASDAN. ASDAN is a pioneering curriculum development organisation and awarding body from

the UK that offers programs and qualifications that explicitly grow skills for learning, skills for employment and skills for life. Certified courses specifically designed for students with Special Education needs are offered.

1. Aligning Reading and Communication to the Australian Curriculum (AC)

Strategy:

- Working with the Special Education Curriculum Cluster (SECC) the team will develop and provide relevant PD and information to staff to ensure an understanding about the 'what' and 'why' of the AC, using General Capabilities for students requiring a highly individualised curriculum.

Actions:

- EY teachers focus on 4 Blocks, mentoring and coaching to take place between EY2 and Prep teachers. EY teachers to attend 5 day training with Jane Farrell.

Strategy:

- Targeting Extended General Capabilities Literacy 1b (stage 3) – 1c (stage 4) learners to enable them to engage in the language of number. Focus is to move these students from using informal behaviours to using conventional behaviour consistently in an increasing range of environments / people.

Actions:

- All teachers engage with MDSS tracking tool which forms baseline data for student learning. Teachers presented with a timeline overview of key learning areas to guide ICPs. ASDAN aligned to AC and GILs.

2. Numeracy

Strategy:

- In partnership with SECC, MDSS will embed YuMi Deadly Maths Professional Development Program into practice. Teachers will explicitly deliver real life mathematics to students with significant disabilities.

Actions:

- Teachers to engage with YuMI using RAMR as a basis for planning EGC Numeracy 1b
- Continue to rollout YuMI Deadly Maths PD using pilot classes

Strategy:

- Students operating in the EGC Literacy 1b (stage 3) will be moved to Literacy 1c (stage 4) to enable them to engage with EGC Numeracy focusing on the language of mathematical number. Specifically exploring concepts of counting, adding to and taking away from a collection of objects.

Actions:

- Engage with SECC-PLC YuMI
- Attend workshop with Dave Evans and Gail Williams
- Attend SECC Conference

3. Whole of School assessment and data collection

Strategy:

- Frequent monitoring of student progress through MDSS's School-wide Data Analysis Framework. Toolkit 1 sets targets to focus attention. GROWTH coaching will be used to monitor through the Action Learning Cycle of Professional Learning conversations for use in co-coaching.

Actions:

- Implement Data Wide Improvement Process which focuses on data capture, records, literacy, analysis, and action engaging GROWTH coaching conversations with teachers.

4. Consistent classroom pedagogical practices

Strategy:

- Adopt/adapt/develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice. Explicit instruction, RAMR, Intensive Interaction and Four Blocks will be embedded into practice.

Actions:

- Teachers have professional conversations with peers around elements of explicit instruction specifically checking for understanding and achieving active and successful participation for all students

5. Workforce performance development

Strategy:

- Embed processes where staff regularly discusses their teaching with principal or other school leaders

Actions:

- Coffee table conversations with teachers to focus on 'narrow and sharp' strategy
- Coaching GROWTH conversations with HOC and DP to take place twice per term

Strategy:

- Using aitsl looking at Classroom Practice resource (Toolkit 3) for improving classroom practice that is aligned to Australian Professional Standards for Teachers.

Actions:

- Using aitsl looking at Classroom Practice Toolkit 3 members will support teachers to observe one another and talk about their practice
- 2 teachers to train in MBT program
- Mentor new graduates

6. Using assistive and adaptive technologies to improve learning outcomes.

Strategy:

- Explore an integrated service model approach to structure educational, medical, paramedical and mental health services

Actions:

- FFS SLP to provide PD using PODD low tech and Proloquo2go on iDevices
- SLP to provide key signing PD supported with iDevice training programs
- Staff encouraged to use multimodal communication

Strategy:

- As part of the ISP projects Integrated Support Service Delivery to be developed, SLP, OT, Physio and music therapist to be employed using Investing 4 Schools on a fee for service basis.

Actions:

- Integrated Support Service Delivery – Statement of Operation to be developed
- Visit to Port Philip Specialist School to meet with Professor Carl Parsons
- Approach him to become a 'critical friend'

7. Using Kohler's Taxonomy for transition programing

Strategy:

- Adopt and adapt Kohler's collaborative framework to enhance the delivery of meaningful and relevant educational programs. Establishment of a clearly defined direction to support personalised learning and transition pathways.

Actions:

- All senior students to have a P.A.T.H in place
- Training in the development of plans to take place in Mackay for secondary staff

Strategy:

- Post School Pathway Expo to be established to share relevant information with the community in preparation for NDIS

Actions:

- Connect with TCLC that is presently part of the trial to determine impacts on services offered to the school

8. Supporting Independent Public Schools

Strategy:

- Build upon the autonomy and enhanced local governance that comes with IPS status

Actions:

- School Council to engage in an induction program that covers the Governance Practice Framework

Strategy:

- IPS Project Co-ordinator role established to lead the projects.
- 'Working Together' IPS initiatives including Integrated Support Service Delivery

Actions:

- Develop the HUB digital magazine to engage parents, families, carers and students.
- Provide information pertinent to the disability sector
- Collaborate with service providers to build a productive pathway to school life
- Use a 'Social Venturing Ecosystem' to support social participation in the community

9. Implementing the Discipline Audit recommendations

Strategy:

- Using School Wide Positive Behaviour Support (SWPBS) Tier 2 readiness checklist the school will embed KidsMatter program 'You Can Do It' and '123 Magic' into practice.

Actions:

- PBS team to explore 'You Can Do It' program

Strategy:

- NVC PD to be delivered to staff

Actions:

- Staff member to be trained in being able to deliver MAPA

10. Headline indicators identified attendance rate as an issue that needs further attention

Strategy:

- Put into place a strategy of following up student absences

Action:

- DP to pull up absentee report weekly and follow up with teachers the reasons to these absences
- Teachers to contact families when students are absent for more than one day

Strategy:

- Provide PD with Ken Warren looking at relationships and resilience
- Embed the schools' values into the staff meetin awards (acknowledgement and recognition)
- Nominate a staff member who espouses our values

Actions:

- Health and Wellbeing committee to support staff morale through weekly yoga classes

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	90	28	62	10	99%
2014	86	27	59	10	95%
2015	87	28	59	14	94%

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.

Characteristics of the student body:

MDSS is a band 9 co-educational school catering for students from Prep to Year 12. School enrolment sits on 90 with an upward trend. Complexity of students' needs is increasing with a 1.78 complexity factor (number of disabilities per student). All our students have an intellectual impairment. Generally the broad trend is an increase in the number of students on the autistic spectrum coupled with an intellectual impairment. These students display complex behaviours along with significant communication issues both in the receptive and expressive realms.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	6	6	6
Year 4 – Year 7 Primary	6	6	6
Year 7 Secondary – Year 10	6	6	6
Year 11 – Year 12	6	6	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. 6:2 student to adult. Consideration is given to the complexity factor in terms of class composition.

Class sizes generally sit within a ratio of

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	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.

Curriculum delivery

Our distinctive curriculum offerings are inclusive and cater for our students who are pre-intentional in their learning and also provides for our students who are working within the Learning Areas and General Capabilities of the Australian Curriculum. It is activities-based and has strong links to Activities of Daily Living (ADL).

The MDSS Tracking Tool is based over 15 stages and supports the curriculum. It is aligned to the General Capabilities in the Australian Curriculum and enables us to track student progress. Music Therapy has been introduced this year with the support of the local community in the form of sponsorship. Music therapy is a research-based practice and profession in which music is used to actively support people as they strive to improve their health, daily functioning and wellbeing. Music therapists incorporate a range of music making methods within and through a therapeutic relationship. Music therapy is different from music education and entertainment.

MDSS accesses the 'Riding for the Disabled' program which provides suitable horses, trained volunteer helpers, accredited RDA coaches, riding and safety equipment to run structured riding classes for students in our Early Years Phase.

Extra curricula activities

Over the year students have engaged in the following activities:

Easter Bonnet Parade, School Discos, St Patrick's Day, School and Sport Captains' Induction, ANZAC Parade, Under 8's Week, Mother's Day activities, P&C Day, State Education Week, Book Week, Disability Action Week, Father's Day activities, Religion, Sports Carnival, Senior Graduation, Townsville Challenge Games, Riding for the Disabled and the School Christmas Carols.

How Information and Communication Technologies are used to improve learning

Assistive Technology is defined as 'the software and technology which helps people with disabilities to overcome the additional challenges they face in communication and learning.' (BECTA, 2003)

The range of assistive technologies that are used at Mackay District Special School include:

- Augmentative and Assistive Communication (AAC) technologies are divided into low technology systems –communication boards, books and objects boards; and high technology systems-computers and specialised software, with the capacity to provide print and voice output
- Access equipment: switch devices, touch screens, adapted mouse, eye gaze technology, on-screen keyboards, enlarged keyboards, tablet keyboards, ergonomic keyboards and key guards, and environmental access equipment such as remote door openers and ramps
- Environmental Control Units to control infrared receivers
- Assistive listening devices and visual aids
- Tobii eye-gaze technology
- Mobility and positioning aids such as wheelchairs, adapted classroom chairs, slant boards and wedges (support students in a good position for learning to occur effectively)

Social Climate

There is a strong sense of community amongst the students, parents/carers and staff at Mackay District Special School. Our focus is on building positive relationships. We do this by showing respect for each other and establishing learning experiences geared towards success. A strong partnership between home and school is consciously developed through a variety of avenues such as communication books, fortnightly newsletter, email, face-to-face meetings, sports days and community barbecues and morning teas. Families are encouraged to visit classrooms to discuss student progress/issues. This supports an environment that is intentionally inviting and forms the basis for good relationships.

Mackay District Special School community believes in a whole school approach to behaviour management which addresses the rights and responsibilities of all participants. We are committed to providing a caring environment that provides quality, individualised needs based programs, in an alternative setting for students P-12, where each student is developed to their full potential. We aim for quality educational outcomes which will enable students to access the skills and knowledge necessary to participate in present and future society. We aim to provide the best possible climate where the whole school community can feel safe and happy, based on skilled, sensitive interpersonal relationships.

The Responsible Behaviour Plan for students is founded on the following principles:

- The foundation of positive classroom behaviour is effective teaching;
- The provision of an inclusive and engaging curriculum underpinned by respectful relationships between staff and students;
- Positive behaviour is enhanced through a whole-school approach, core values and effective school organisation and leadership. Whole-school resource allocation supports sustainability of Positive Behaviour Support (PBS);
- Effective partnerships with parents/carers, the wider school and other support agencies contribute to positive behaviour in the school;
- Staff expertise is valued and developed;
- Standards of expected student behaviour are linked to positive pro-social behaviours (which have been explicitly taught) and the identification of appropriate assistive/augmentative behaviours to support effective communication;
- Responses to chronic or intense challenging behaviour which take into account the reasons as to why the behaviour occurs;
- Individual PBS plans are developed for students through the use of functional behavioural assessments.

The anti-bullying procedures at Mackay District Special School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement. Additional lessons on bullying and how to prevent and respond to it is a subset of procedures with which our students are already accustomed.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	95%	100%	100%
their child is making good progress at this school (S2004)	95%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	94%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	95%	94%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
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%	
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)	94%	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)	94%	100%	

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	100%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	86%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	97%
student behaviour is well managed at their school (S2074)	100%	100%	94%
staff are well supported at their school (S2075)	97%	88%	83%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	97%	83%	86%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	90%	95%	97%
their school gives them opportunities to do interesting things (S2079)	100%	100%	97%

'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

Mackay District Special School is supported and held in high regard by its school community. Strategies to increase satisfaction ratings had been put in place as part of the school AIP. The result for staff in terms of taking staff opinions seriously is influencing our consultative processes. It is very gratifying that our community of parents and students view our school as being a place where education is the key agenda. We are viewed as a 'curriculum focused' school that is able to measure and monitor student learning outcomes.

Parents' and Students' level of satisfaction with individual questions ranged between 90-100%. 100% of staff reported that they get on well with the students.

The results overall are noteworthy of the high levels of satisfaction across all school community groups. MDSS is a great school and has much to celebrate.

Reducing the school's environmental footprint

The school is conscious of raising awareness in reducing its environmental impact on the environment. The school has implemented the National Solar Schools Program. The school continues to grow and with the increase in the use of the indoor heated pool the change may be viewed positively.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	174,164	1,628
2013-2014	168,056	5,070
2014-2015	182,325	864

*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.

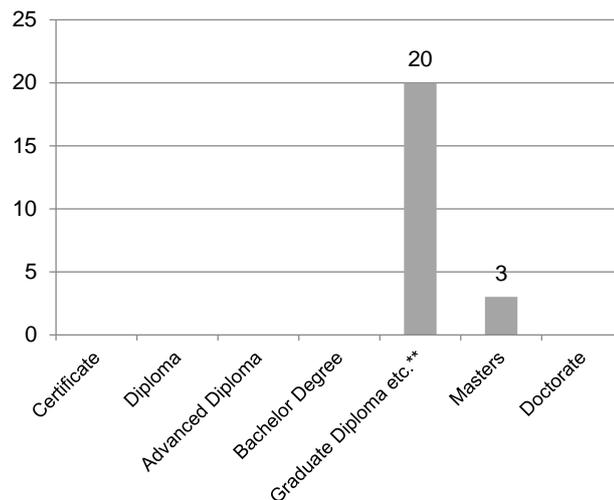
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	26	0
Full-time equivalents	22	17	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	
Graduate Diploma etc.**	20
Masters	3
Doctorate	
Total	23



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$33589.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

Student Protection, Code of Conduct, Keys to Managing Information, Curriculum Activity Risk Assessment, Health, Safety and Wellbeing, Internal Controls, Specialised Health Training, Collegial Coaching, YuMi Deadly Maths, Spectronics, Athletics Coaching, Intensive Interaction, KidsMatters and First Aid/CPR.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

Full-time equivalent enrolments relating to recurrent income and capital expenditure:

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools.

The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2014	\$ Total	\$ Per student
Australian Government recurrent funding	763,648	8,880
State/territory government recurrent funding	3,537,180	41,130
Fees, charges and parent contributions	6,388	74
Other private sources	54,553	634
Total gross income (excluding income from government capital grants)	4,361,769	50,718
Less deductions	0	0

Total net recurrent income

4,361,769

50,718

Capital expenditure 2014

\$ Total

**\$ Total 2009-
2014**

Australian Government capital expenditure	0	1,048,131
State/territory government capital expenditure	37,043	1,956,751
New school loans	0	0

Capital expenditure 2014	\$ Total	\$ Total 2009-2014
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	37,043	3,004,883

Performance of our students

Key student outcomes

Effective processes to monitor student progress at Mackay District Special School.

Assessment:

- Is based on an understanding of how students learn
- provides useful information to report credibly to parents on student achievement
- requires a variety of measures, clarity of purpose, goals, standards and criteria
- uses methods which are valid, reliable and consistent
- acknowledges that improved performance involves feedback and reflection.

Consistency in the use of standards – moderation:

When assessing students with significant multiple impairments a major challenge is that their progress cannot always be easily tracked vertically. More opportunities are required in order to consolidate the knowledge and skills they learn through experience of applying their learning in different contexts.

Teachers engage in the process of moderation each term through sharing assessment data such as work samples, student portfolios and video clips of performance. The key to achieving confidence in the quality of teacher judgements is the engagement of teachers in professional dialogue. Ongoing coaching conversations around data, pedagogy and individual student progress take place throughout the year.

Culture of evidence-based decision-making:

Mackay District Special School focuses on monitoring key literacy and numeracy student performance indicators by:

- focusing on each student's learning to enhance progress, achievement and participation
- intentional teaching and learning
- functional literacy and numeracy

□□utilising educational services to meet the needs of students.

Reporting student achievement:

The ICP goals provide an important focus for reporting to parents. Program modifications and alternative learning pathways for demonstrating the standards are also considered in the reporting process. Reporting student achievement to parents can also be facilitated through student work samples, portfolios, parent/teacher/student conferences, communication books, iPads and student self-assessment, with written reports based on ICP goals through OneSchool provided to parents at the end of each semester.

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	86%

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 attendance rate in 2015 for all Queensland Special schools was 89%.

Student attendance rate for each year level (shown as a percentage)

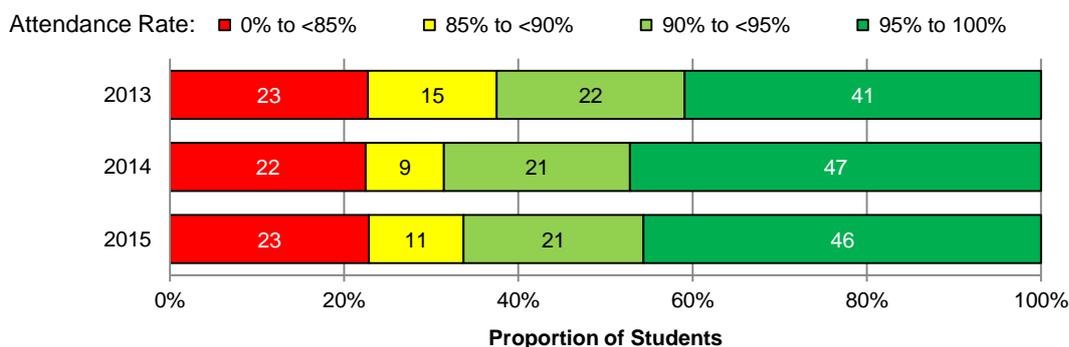
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013													
2014													
2015	85%	91%	92%	92%	88%	91%	87%	82%	96%	88%	96%	95%	92%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, list key strategies that are being used to increase attendance.

Our rolls are marked twice daily. Parents are asked to contact the school when their child is to be away for any reason. Our school's policy is to contact parents if their child has not arrived within the first 20 minutes of the school day. If the absence is not due to illness or a significant cultural event then further investigation ensues. We work with the family in ensuring their child attends school through our daily home communication books. As a result non-attendance tends not to be an issue for MDSS.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
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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.

Outcomes for our Year 12 cohorts	2013	2014	2015
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Number of students receiving a Senior Statement

5 6 3

Number of students awarded a Queensland Certificate of Individual Achievement.

5 6 3

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 0

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

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% 0%

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	0	0	0
2014	0	0	0	0	0

2015	0	0	0	0	0
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As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	0	0	0
2014	0	0	0
2015	0	0	0

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.