Mackay District Special School
Queensland State School Reporting
2014 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 "Leading in a Team Environment - A Framework for School Improvement". The School Improvement Team (SIT), which meets weekly, leads the implementation of the recommendations of the Teaching and Learning Audit, the Annual Implementation Plan (AIP) and the Quadrennial School Review (QSR). Toolkits form the basis of the school's organisational and reporting structure and are accountable to the SIT. 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 2014.

Every Child   Every Opportunity   Every Day

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, Auslan/Makaton and 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. "Leading in a Team Environment - A Framework for School Improvement" 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 Support Plans (ISP).

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:

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	6. Transition-Focused Education (Kolher's Taxonomy)

Target 1 partially completed   Target 4 partially completed

Target 2 partially completed   Target 5 partially completed

Target 3 partially completed   Target 6 partially completed

Some of the highlights of the year:

It was with great excitement we welcomed the Director General, Department of Education Training and Employment, Dr Jim Watterson to MDSS. Our school captains escorted him around the school introducing him to our very important young people. We showcased a number of our programs celebrating student participation and achievement.

Dr Jim Watterston joins in with the days programs.

Riding for the Disabled   Staff presenting at QASEL state conference   Sport days are great fun

Mackay District Special School - 2014

One School: One Team

Queensland
Government

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 '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. Australian Curriculum forms the basis of MDSS Curriculum Plan 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.

ASDAN Programs

ASDAN offers a wide choice of flexible, activity-based curriculum programs that can be used in a variety of educational settings with learners working at a range of levels. The following link will give more information-

www.asdan.org.uk

Special Education Needs Opportunities
Preparing for Adulthood Programs have been developed for learners with moderate, severe, complex, profound or multiple learning difficulties, working between P Levels 1-8 (below UK National Curriculum Level 1). These programs provide a real-life context to promote the development of personal, social, independent, ICT and work-related skills. This aligns with Extended General Capabilities of the AC.

Our Performance Management System focuses on teaching and classroom practices. This encourages collaborative behaviour across the school and supports the sharing of good practice and professional dialogue. We are using McREL's Power Walk Throughs linked to 'Classroom Instruction That Works'.

School Improvement Agenda 2015

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:

- Planning will be drawn from the AC-general capabilities with a focus on literacy level 1a-1c
- Moderation guidelines will be drawn from SECC projects, C2C literacy portfolio and Award Scheme Development Accreditation Network (ASDAN) processes
- Head of Curriculum (HOC) will distribute and discuss MDSS Managing Student Diversity Alignment Framework which will form the basis of GROWTH coaching conversations conducted by DP and HOC with each teacher
- Teachers will plot students using this framework to identify and provide evidence for the creation of Individual Curriculum Plans on OneSchool
- Teachers will plot students using Communication Matrix for non-verbal communicators and emerging language users. Continue to update at least once per year
- Individual Communication Plans will be established to track student communication development. A teacher will be appointed 1 day per week to design a process in which to do this
- Staff will ensure students have access to their own means of communication and individual adaptive and assistive communication (AAC) systems
- Intensive Interaction will be embedded into practice
- Toolkit 5 will provide communication training session using Intensive Interaction, Proloquo2Go, PODD, SwitchiT! Maker, Tobii gaze technology and other switches

2. Numeracy

Strategy: In partnership with SECC, MDSS will subscribe to Queensland University of Technology (QUT's) YuMi Deadly Maths Centre's Professional Development Program to enable teachers to explicitly deliver real life mathematics to students with significant disabilities.

Actions:

- 4 teachers will be trained to deliver modules. On-line support, discussion forums and QUT blackboard access will be utilised
- YDM project team to plan Numeracy Framework for 2015/16 with a focus on YDM pre-foundation processes and Measurement, Geometry and Algebra
- QUT trainer will deliver 1 day whole school PD to reinforce Geometry and Algebra modules

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.

Actions:

- Using GROWTH coaching DP supports regular discussions of systematically collected data sets. Teachers have access to a broad range of student achievement data sets and will use these to analyse student progress or decline. Data will be used regularly in building a culture of self-reflection and evaluation
- Data sets to be used to identify student needs so that targeted funding is strategically allocated
- GROWTH coaching conversations will occur before each reporting period to build staff skills in analysing and interpreting MDSS checklists. Moderation of teacher decisions supported with evidence around the achievement data will occur with DP and HOC

Strategy:

Numeracy data collected and monitored

Actions:

- All students to be placed on the MDSS checklist with numeracy goals being developed
- In conjunction with the YuMi team numeracy data will be aligned with the numeracy Levels 1a-b general capabilities. MDSS checklist will be reviewed to align with these levels
- GROWTH coaching conversations with DP and HOC will take place before each reporting period to analyse data sets

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

Actions:

- Using GROWTH coaching HOC and DP will support development of teacher capability and pedagogy to deliver YuMi maths using the Reality, Abstraction, Maths, and Reflection (RAMR) Framework
- HOC to draw up a resource of lessons using the RAMR Framework for teachers to access
- HOC to model lessons in class working with teachers to support numeracy lessons demonstrating the RAMR Framework
- Toolkit 3 Learning and Development Officer will deliver focused professional learning around the McRel 'Classroom Instruction that Works'
- Power Walk Throughs (PWT) will take place with each teacher. GROWTH coaching conversations using the PWT data will take place each term
- Teachers will complete the Australian Institute of Teachers and School Leaders (AITSL) teacher self-assessment to identify teaching practices for further development. This will be

incorporated into Developing Performance Plans using GROWTH coaching conversations with Principal, DP, HOC and Phase Leaders

5. Workforce performance development

Strategy:

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

Actions:

- Toolkit 3 to lead topics for Teaching and Learning Walks (T&L) linked to aitsl's National Standards. Feedback checklist devised for GROWTH coaching conversations between teachers, Principal, DP and HOC as identified in MDSS's Performance Framework
- Principal to engage with the aitsl Australian Professional Standards for Principals and the Leadership Profiles through the Developing Performance Plan (DPP) with the Independent Public Schools (IPS) team and Director General (DG)

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

Strategy:

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

Actions:

- Toolkit 5 to expand its scope to include establishing an Integrated Service Model
- Speech language Pathologist (SLP), Occupational Therapist (OT), Physiotherapist and nurse to be sourced who will work on delivering 'hands on' therapy in the classroom supporting students to access the curriculum
- Toolkit 5 to lead PD via ICT information sharing sessions

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:

- Continue to embed ASDAN resource into all secondary school programs
- Engage with and lead state wide processes in establishing ASDAN including state wide external moderation processes
- Leadership team to be active members of the ASDAN steering committee
- Leadership team to be trained in delivering training to service providers and educational institutions to provide 'Preparation for Adult Programs' and Personal Development Programs'

- Align individualised learning tasks from ASDAN modules with the AC using the Guide for Individual Learning (GILs) for students eligible for a Queensland Certificate of Individual Achievement (QCIA)
- Toolkit 6 to expand its scope to include a Training and Development Unit. A focus of this a training centre is for non-government organisations (NGOs) to enhance positive transition experiences for our students. It will also build partnerships and provide training to support student transition to respite care and post school programs. It will build knowledge and skills within the broader community and train NGOs in the delivery of ASDAN modules.

8. Supporting Independent Public Schools

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

Actions:

- MDSS will continue to advance innovation by laying the foundations for the IPS projects. Opportunities to improve student performance will be explored around the following:

- Developing teacher capacity and leading innovation in assistive and adaptive technologies including eye-gaze technology. Students with physical impairments will have increased prospects to communicate

- Using an Integrated Service model approach to structure educational, medical, paramedical and mental health services maximising available resources and student outcomes. The sharing of school facilities and the building of reciprocal relationships particularly around the Therapy Pool will support enhancement of teacher knowledge and skills

- Creating a Training Centre for NGOs to enhance positive transitioning for our students. NGOs experience great difficulty in sourcing trained support workers. Building partnerships and providing training through our Training and Development Unit will support student transition to respite care and post school programs and build knowledge and skills within the community.

- Train NGOs in the delivery of ASDAN to enhance lifelong learning for adults with disabilities

- Establishing a Foundation to raise funds and help to procure the donation of services, goods, and materials which can be used in progressing the integrated services approach, the provision of medical, dental, and occupational therapy materials and facilities for students. Constructing a Visual and Performing Arts program incorporating music, art and drama therapy

- Building an Independent Living Centre focusing on preparing our students for the future. This will include developing partnerships with service providers enabling and supporting them in to use the centre

- MDSS will establish a School Council using Governance Practice Framework
- All members of the School Council will engage with Independent Public Schools School Council Induction

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:

- The Positive Behaviour Support Team will lead the school through provision of PD around these two programs
- KidsMatter will continue to support wellbeing of student, families and staff members as the resilience program to deepen the SWPBS framework
- Continue to engage parents and empower them with relevant training and information on locally available effective Positive Parenting Courses
- Deliver 123 Magic to those parents and staff who have indicated that they would like develop their skills in managing their child's behaviour
- The Health and Well-being Committee will proactively seek programs in the prevention workplace health and safety incidences. This may include Non-Violent Crisis Intervention training, safe lifting practices, and development of student positioning plans as prescribed by Physio and OT

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

Strategy:

Put into place a strategy of following up student absences.

Actions:

- Teachers to contact families when students are absent for more than one day. Enter on OneSchool contacts
- DP to pull up absentee report weekly and follow up with teachers the reasons to these absences
- For those students with complex health needs who may be absent due for ill health an outreach service will be provided

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	83	28	55	99%
2013	90	28	62	99%
2014	86	27	59	95%

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

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		
	2012	2013	2014
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

Class sizes generally sit within a ratio of 6:2 with 6 being students and 2 being adults. Consideration is given to the complexity factor in terms of class composition.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

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, Old MacDonald's Farm Visit, AVA Pet Pep, Book Week, Disability Action Week, Father's Day activities, Sailing with Sailors with Disabilities, Religion, Sports Carnival, Senior Graduation, Townsville Challenge Games, Riding for the Disabled and the School Christmas Concert.

How Information and Communication Technologies are used to assist 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.

Our Discipline Audit stated:

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has developed a set of three positively stated school wide expectations: *Make Good Choices, Be Respectful* and *Stay Safe.* These expectations are communicated through a variety of ways in classrooms.
- The school has an ongoing commitment to pedagogy through the Explicit Teaching and Classroom Instruction that Works.
- The school improvement agenda is strengthened through distributive leadership and the school's *Toolkit* approach.

- Staff members are effectively using a range of proactive reward systems across the school such as Positive Certificates and class reward systems to affirm behaviour, attendance and effort success and recording these in OneSchool.
- The embedded whole school Developing Performance Framework (DPF) approach adopted includes reviews involving the Phase Leaders and Leadership Team.

Affirmations:
- The school has refreshed Tier 1 of the Schoolwide Positive Behaviour Support (SWPBS) in 2013.
- The Parents and Citizens' Association (P&C) have endorsed the school's Responsible Behaviour Plan for Students (RBPS).
- Community links have been established with businesses, agencies and governmental departments to build parent and community capacity and improve student engagement such as: *Men's Shed, Life without Barriers Life Stream, Triple P Parenting Stepping Stones* and *Management of Young Children Program (*MYCP).
- The school has implemented the *Communication Symbol Lanyards* and associated support strategies for the classroom and other environments which has ensured students are provided with the scaffolding required to communicate their needs and feelings.
- The *KidsMatter* program has been introduced to support wellbeing of student, families and staff members as the resilience program to deepen the SWPBS framework.
- Teacher observation and feedback is being undertaken using the *Growth Model* and Classroom *Learning Walk-Throughs.*

Recommendations:
- Determine the Tier 2 Readiness Checklist to consider the timing of SWPBS Tier 2 implementation.
- Consider revisiting minor and major incidents matrix and the most effective means of collection.
- Further analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies and feedback cycles to staff members.
- Consider expanding the branding of the expectations signage in the pathways to classrooms to increase the consistent message of the three expectations.
- Develop explicit behaviour teaching episodes focused on the school expectations and use incidental data for targeted teaching for each juncture: early, middle and senior years.
- Continue to build staff members' capacity to support student behaviour through targeted professional development that is aligned with DPF by considering the cycle of Non-Violent Crisis Intervention, Team Teach or Classroom Profiling to deepen proactive practices.
- Continue to engage parents and empower them with relevant training and information on locally available effective Positive Parenting Courses.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
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)	100%	95%	100%
their child is making good progress at this school* (S2004)	95%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	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%	100%	94%
this school takes parents' opinions seriously* (S2011)	95%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	95%	94%
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:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	89%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	94%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		100%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
staff are well supported at their school (S2075)		97%	88%
their school takes staff opinions seriously (S2076)		97%	83%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		90%	95%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Involving parents in their child's education

Mackay District Special School maintains an open door policy whereby parents/carers are encouraged to communicate with staff. The school actively creates an atmosphere where parents' and carers' opinions are valued and appreciated. We have an active P&C Association that focuses on contributing to the wellbeing of students and families. Parents/Carers give advice freely to assist with many 'disability specific' issues. Parents/Carers are invited to volunteer in a number of programs such as community based activities, swimming and also offering assistance in the classroom. MyTime, a support group for parents/carers and siblings of students with disabilities, was established in 2010. The group meets every second Thursday and is well attended. Central to the involvement of parents/carers in our school is the valued contribution they give to developing meaningful outcomes for their child in the ISP/EAP processes.

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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	151,468	480
2012-2013	174,164	1,628
2013-2014	168,056	5,070

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	27	0
Full-time equivalents	24	19	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	0
Graduate Diploma etc.**	23
Masters	3
Doctorate	0
Total	**26**
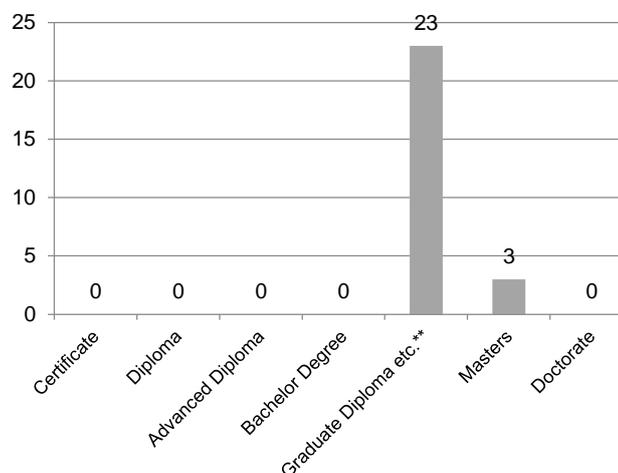
*Teaching staff includes School Leaders

**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 2014 were $22,598

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

Full-time equivalent enrolments relating to recurrent income
and capital expenditure: 90

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 2013	$ Total	$ Per student
Australian Government recurrent funding	148,548	1,651
State/territory government recurrent funding	3,926,836	43,632
Fees, charges and parent contributions	0	0
Other private sources	78,104	868
Total gross income (excluding income from government capital grants)	4,153,488	46,150
Less deductions	0	0
Total net recurrent income	4,153,488	46,150

Capital expenditure 2013	$ Total	$ Total 2009-2013
Australian Government capital expenditure	817	1,048,131
State/territory government capital expenditure	41,534	1,919,709
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	42,351	2,967,840

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.**

Queensland
Government

Find a school

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       [SEARCH]

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	87%	89%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

DW = Data withheld to ensure confidentiality.

ISP meetings take place at the beginning of each semester and are used to monitor student performance.

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.

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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. We use the software 'Connecting Steps' to see if it can pick up the small steps of achievement.

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:
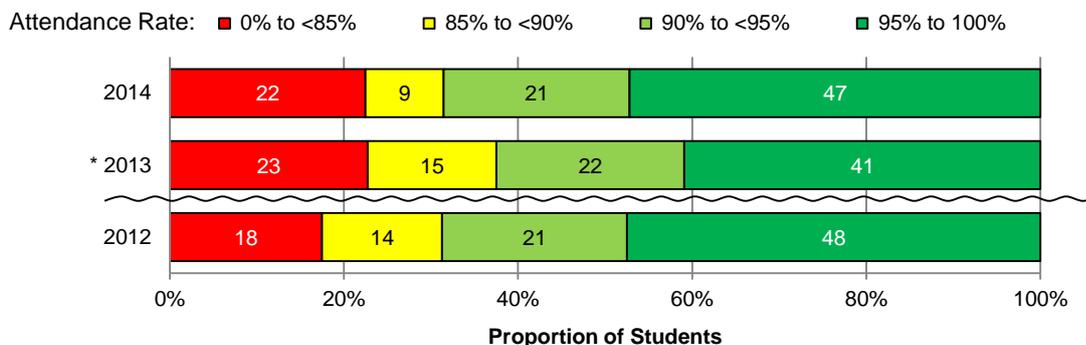
• focusing on each student's learning to enhance progress, achievement and participation
• intentional teaching and learning
• functional literacy and numeracy
• utilising educational services to meet the needs of students.

Reporting student achievement

The ISP 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 ISP goals through OneSchool provided to parents at the end of each semester.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	22	9	21	47
* 2013	23	15	22	41
2012	18	14	21	48

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.
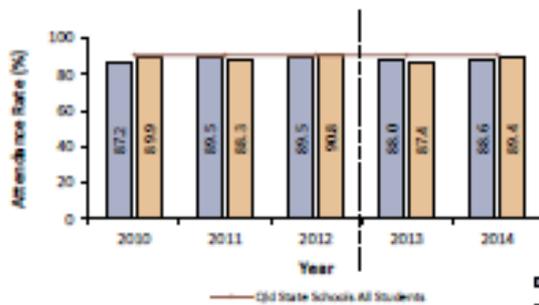
Achievement – Closing the Gap

Closing the Gap Report

Full and Part-Time Enrolments August 2014

Indigenous Status	Year Levels in the School															
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Spec	Total
Indigenous															10	10
Non-Indigenous															76	76
Unknown																0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	86	86

Student Attendance

Student Attendance Rate Semester 1
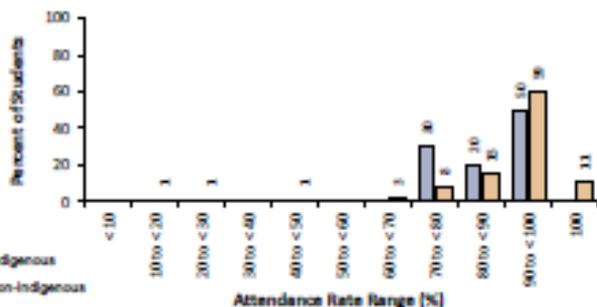Indigenous & Non-Indigenous Students

Proportion of Students by Attendance Range
Semester 1, 2014 - Indigenous & Non-Indigenous Students

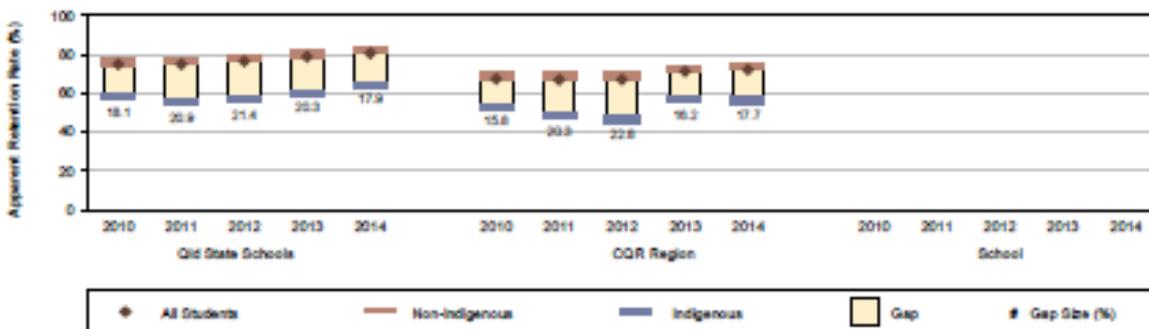The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

% of All Student Attendance < 85%	22.5
% of Indigenous Student Attendance < 85%	30.0

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap

Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	5	5	6
Number of students awarded a Queensland Certificate of Individual Achievement.	5	5	6

Post-school destination information

NEXT STEP 2015
DESTINATIONS OF 2014 YEAR 12s
Mackay District Special School

Introduction

This page presents a summary of results of the annual *Next Step* survey for Mackay District Special School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2015 at www.education.qld.gov.au/nextstep.

Response rate for Mackay District Special School

Table 1 below reports the response rate for Mackay District Special School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Mackay District Special School in 2014.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1:   Survey response rate, Mackay District Special School 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
5	6	83.3

Definition of post-school pathways

The post-pathways of Year 12 completers from special schools were categorised into eight main destinations. Year 12 completers from special schools who were in education, training or employment as well as attending a day service were reported in their education, training or employment pathway. A table defining these pathways is shown in Table 2.

Summary of findings

In 2015, three young people who completed Year 12 at Mackay District Special School in 2014 continued in a meaningful post-school pathway in the year after they left school.

Two were undertaking unpaid or volunteer work and one respondent was attending a day service.

Two respondents did not enter a meaningful post-school pathway and were either seeking work (one) or not in the labour force, education or training (one).

Figure 1:   Post-school pathway of Year 12 completers, Mackay District Special School 2015
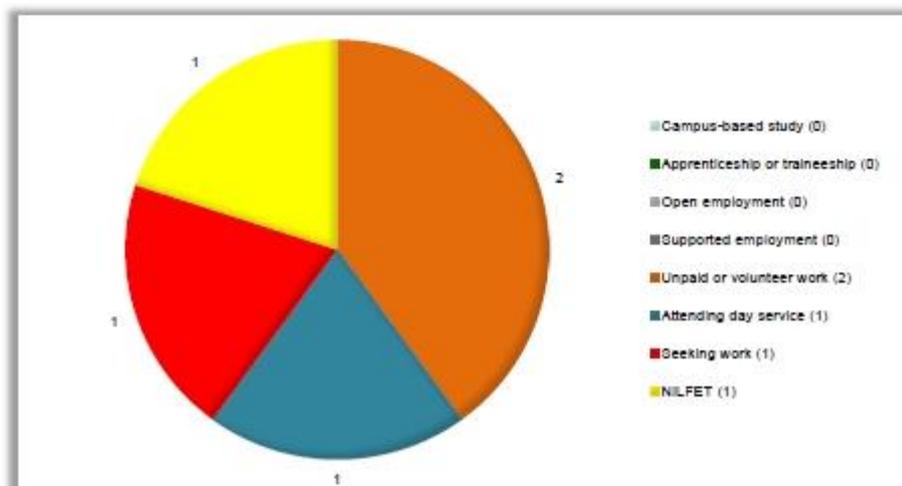

Legend:
- Campus-based study (0)
- Apprenticeship or traineeship (0)
- Open employment (0)
- Supported employment (0)
- Unpaid or volunteer work (2)
- Attending day service (1)
- Seeking work (1)
- NILFET (1)

Table 2:   Post-school pathway categorisation

Education and Training	
Campus-based study[a,b]	Studying at Certificate I, II, III, IV, Diploma, Advanced Diploma, Associate Degree or Bachelor Degree level (excluding apprentices and trainees).
Apprenticeship or traineeship[b]	Employment-based apprenticeship or traineeship.
Employment	
Open employment[b]	Undertaking full or part-time work in a non-supported employment environment and not in an education or training destination.
Supported employment[b]	Undertaking full or part-time work in a supported employment environment and not in an education or training category.
Unpaid or volunteer work[b]	Undertaking unpaid work—including vocational placements, internships, work experience and trials—or volunteer work.
Attending day service	
Attending day service	Attending a day service one or more days per week and not in an education, training or employment category.
Seeking work or Not in the Labour Force, Education or Training	
Seeking work	Looking for work and not in an education or training destination.
NILFET	Not in education or training, not working and not seeking work.

[a] Some respondents may also be in employment or seeking work.
[b] Some respondents may also be attending a day service.

Early school leavers information

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

Generally all our students access their full entitlement of 24 semesters. It is rare for any student to leave before they have accessed their 24 semesters