



Cairns State Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Cairns State Special School is a new school that opened in January 2017. The school provides highly specialised and individualised programs for students with intellectual disability and multiple disabilities, from Prep to Year 12. With state of the art facilities and the provision of a comprehensive, multidisciplinary approach, we deliver engaging and relevant learning and lifestyle experiences appropriate to the diverse needs of our students. Our goal is to establish relationships and foster a sense of community and ensure we provide opportunities for all students to reach their potential and be the best they can be within a safe, supportive and stimulating learning environment. Our whole school approach to curriculum and pedagogy supports students becoming as independent as possible within their community.

School progress towards its goals in 2018

OUR PRIORITIES 2018:

High expectations - defining and embedding our ways of working to improve student outcomes.

Organisational structures enable Professional Learning Teams to plan together and with one another where the focus is on identified priority professional learning, deepening knowledge of curriculum and high impact practices, regular data analysis and moderation activity that supports consistency of teacher judgments.

Student Achievement Targets and Attainment in 2018:

Highly Individualised Curriculum, Different or Partial - A-C English and Mathematics: Target 90% - Attainment 95%

Individual Curriculum Plan Goals Attained: Target 90% - Literacy/English Attainment 98% and Numeracy/Maths Attainment 90%

Support Provisions/Individual Learning Plan Goals Attained: Target 90% - Social Participation Attainment 96%, Physical Education Attainment 90%, Music Attainment 90% and Visual Arts Attainment 96%

Communication Goals Attained: Target 90% - Attainment 96%

QCIA Completion: Target 100% - Attainment 100%

School attendance rate: Target >90% - Attainment 89%

We continued Team Coaching as a model of reflective practice, collaborating to refine and review Coaching Plans ensuring professional learning matches staff needs. Leadership Team, Coaches and PLT Leaders support the implementation of Helen Timperley's cycle of inquiry through team coaching and embed the practice of regular reflection on student achievement data in PLTs. PLT members present individual student data in a Team Log, weekly at PLT meetings (linked to priority areas) to drive reflection, sharing, celebration and planning and delivery of programs for students.

All teachers are aligned with a Professional Learning Team (PLT) that meets weekly. All PLTs have a leader that provides guidance, direction and support for colleagues. The principal and deputy principal coach the PLT leaders to build their leadership capacity. These teams have enabled cohesion between the teachers within a sector. Teachers value this approach and view this as an important way to operate to ensure the continuity of a culture of collaboration. Our PLT work has been recognised this year through the School Improvement Unit facilitated Annual School Review and will feature in the SIU Annual Report.

We continue to implement a whole-of-practice approach to Performance and Development, using the Australian Professional Standards for Teachers, where planning, goal setting and feedback are evidence based, rigorous and aligned to our AIP. Feedback and recognition of staff is provided both individually and in teams.

A common belief in high expectations is articulated by all parents and staff members, in addition to a shared commitment to establish and maintain mutually respectful relationships across the school community. Significant importance is placed on positive and caring relationships as a foundation for successful learning. All staff members uphold the belief that the school needs to provide a safe and supportive learning environment where every student is able to experience success every day. This is promoted and supported by the school Positive Behaviour for Learning (PBL) Team.

Implementing a whole school Curriculum Commitment, including a comprehensive pedagogical framework with a focus on evidenced based practices, authentic and relevant learning for the multi-sensory learner.

All staff implement our collaboratively formulating Whole school Curriculum Framework (for the multi-sensory learner), Pedagogical Framework and Assessment, Moderation and Reporting Framework. This work is captured in our 'Cairns State Special School Curriculum – Our Commitment' document which also includes an overview of the school's philosophy and beliefs about curriculum and the way in which students learn. There is a commitment to developing school curriculum units that meet the diverse learning needs of the school population. The school supports all staff to build common understandings of the expected curriculum planning processes.

Teachers are striving to provide motivating and challenging learning activities to meet the identified needs of students. Curriculum planning documents demonstrate how the different needs of students are addressed and teachers are confident in talking about the different learning needs of the students in their classes. Differentiation is a feature of all teachers' practice, along with goal setting and differentiated access.

The collaborative implementation of a whole school Communication Commitment.

School staff, therapists and advisory teachers, contributed to the collaborative formulation of a whole school Communication Plan that details school beliefs, roles and responsibilities. The plan is evaluated annually to meet student need.

Establishing an outward facing school with strong and purposeful parent and community partnerships supporting opportunity for VOICE and CHOICE in learning and pathways.

Forums for parent and community engagement are held regularly to ensure we include all major stakeholders' voice and choice in the direction of our school. Parents commend the inclusive and personalised nature of support provided for their child, and all staff articulate high expectations for the learners of the school. Parents articulate they feel valued as part of their child's educational team, and express they have the utmost respect and trust in the staff of the school.

The school continues to enjoy high levels of parent satisfaction in all aspects of the school with 99.2% of parent responses on a local school survey conducted in May 2018 agreeing/strongly agreeing with the survey statements.

We are proudly sponsored and supported by a local business, Sea Swift, who provide funding to the school for the lease of a mini bus allowing our students ready access to the community for work sampling, excursions, our annual swimming program and participation at sporting events including the annual Challenge Games in Townsville. The transport provided to our students on these occasions is at no cost to our families.

This year has seen strong partnerships growing with ARC Disability Services and Endeavour particularly in relation to work sampling for our Year 11 and Year 12 students.

Future outlook

SCHOOL PLAN		Cairns State Special School																																																																														
FOUR YEAR SCHOOL PLAN 2017 – 2020																																																																																
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Vision Cairns State Special School is an outward facing school, a vibrant place, a learning place and an innovative place. We nurture purposeful community links that provide personalised and relevant opportunities for all students to reach their potential and have a voice and choice in their learning and pathway.	Key improvement strategies over the next 4 years <ul style="list-style-type: none"> Explicit Improvement Agenda <ul style="list-style-type: none"> The school Leadership Team drive an explicit whole school improvement agenda that is narrow and sharp, reflective of the school data profile and detailed in Annual Implementation Plans. Detail targets and timelines and rigorously action, review, share and celebrate. Define roles and responsibilities of all staff, and identify and share our ways of working. Analysis and Discussion of Data <ul style="list-style-type: none"> Implement a systematic plan for the collection, analysis and use of a range of student achievement, communication and wellbeing data. Document and review annually. Support the development of teacher skills in data literacy, allowing teams to utilise a wide range of systemic and school-based data to inform school improvement priorities. A Culture that Promotes Learning <ul style="list-style-type: none"> Promote the school's vision of high expectations, a strong collegial culture and a commitment to excellence, enabling a strong sense of belonging and pride. Establish and maintain a learning environment that is safe, respectful and inclusive. Targeted Use of Resources <ul style="list-style-type: none"> Develop and implement a school-wide process for identifying and addressing student learning and communication needs, with data maintained centrally, and utilised to determine resource needs. An Expert Teaching team <ul style="list-style-type: none"> Collaboratively develop a comprehensive pedagogical framework to guide all teaching practices. Implement Team Coaching and classroom-based learning, mentoring and coaching arrangements. Systematic Curriculum Delivery <ul style="list-style-type: none"> Engage all teaching staff in the development of a whole school curriculum, assessment and reporting plan for the multi-sensory learner. Differentiated Classroom Learning <ul style="list-style-type: none"> Planning provides multiple opportunities for students to learn and teachers regularly use student achievement data to inform teaching and learning for the multi-sensory learner. Effective Teaching Practices <ul style="list-style-type: none"> Structures support all staff to regularly and collaboratively share, document, implement and reflect on whole school, evidence based practices for the multi-sensory learner. Research, develop and embed an evidence-based approach to the teaching of literacy and numeracy School and Community Partnerships <ul style="list-style-type: none"> Establish an outward facing school with strong parent and community partnerships that support positive student outcomes and opportunity for VOICE and CHOICE. 	Performance measure <table border="1"> <thead> <tr> <th>Quantitative Measures</th> <th>Target</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>ATTAINMENT - HIC Different or Partial - A-C student results in English & Mathematics</td> <td>90%</td> <td rowspan="4">2020</td> </tr> <tr> <td>ICP Goals Attained</td> <td>90%</td> </tr> <tr> <td>ILP Goals Attained</td> <td>90%</td> </tr> <tr> <td>Communication Goals Attained</td> <td>90%</td> </tr> <tr> <td>SENIOR - QCIA Completion</td> <td>100%</td> <td>2020</td> </tr> <tr> <td>ATTENDANCE- School attendance rate</td> <td>>90%</td> <td>2020</td> </tr> <tr> <td>School Opinion Survey – Staff, Students and Parent Survey</td> <td>>State Mean</td> <td>2020</td> </tr> <tr> <td colspan="3">Non-Quantitative Measures</td> </tr> <tr> <td>- Aligned SP, AIPs, APDPs</td> <td>Annually</td> <td>2017</td> </tr> <tr> <td>- Published targets</td> <td>Annually</td> <td>2017</td> </tr> <tr> <td>- Systematic data plan/schedule</td> <td>Implemented</td> <td>2017</td> </tr> <tr> <td>- Data PD for staff</td> <td>Ongoing</td> <td></td> </tr> <tr> <td>- Discussion of data</td> <td>Weekly</td> <td>2017</td> </tr> <tr> <td>- PBL practice in all settings</td> <td>Implemented</td> <td>2018</td> </tr> <tr> <td>- Resilience Project</td> <td>Implemented</td> <td>2017</td> </tr> <tr> <td>- The True All School Program</td> <td>Implemented</td> <td>2018</td> </tr> <tr> <td>- Responsible Behaviour Plan</td> <td>Annually</td> <td>2017</td> </tr> <tr> <td>- School Attendance Strategy</td> <td>Implemented</td> <td>2018</td> </tr> <tr> <td>- Transparent budget processes</td> <td>Implemented</td> <td>2017</td> </tr> <tr> <td>- APDPs for all staff</td> <td>Annually</td> <td>2018</td> </tr> <tr> <td>- Collaborative planning</td> <td>Weekly</td> <td>2017</td> </tr> <tr> <td>- Curriculum, Assessment and Reporting Framework</td> <td>Implemented</td> <td>2018</td> </tr> <tr> <td>- Pedagogical Framework</td> <td>Implemented</td> <td>2018</td> </tr> <tr> <td>- Units of work devised – whole school</td> <td>Ongoing</td> <td>2019</td> </tr> <tr> <td>- Feedback to students / feed forward and goal setting</td> <td>Quarterly</td> <td>2018</td> </tr> <tr> <td>- Communication Plan</td> <td>Implemented</td> <td>2018</td> </tr> </tbody> </table>	Quantitative Measures	Target	Date	ATTAINMENT - HIC Different or Partial - A-C student results in English & Mathematics	90%	2020	ICP Goals Attained	90%	ILP Goals Attained	90%	Communication Goals Attained	90%	SENIOR - QCIA Completion	100%	2020	ATTENDANCE- School attendance rate	>90%	2020	School Opinion Survey – Staff, Students and Parent Survey	>State Mean	2020	Non-Quantitative Measures			- Aligned SP, AIPs, APDPs	Annually	2017	- Published targets	Annually	2017	- Systematic data plan/schedule	Implemented	2017	- Data PD for staff	Ongoing		- Discussion of data	Weekly	2017	- PBL practice in all settings	Implemented	2018	- Resilience Project	Implemented	2017	- The True All School Program	Implemented	2018	- Responsible Behaviour Plan	Annually	2017	- School Attendance Strategy	Implemented	2018	- Transparent budget processes	Implemented	2017	- APDPs for all staff	Annually	2018	- Collaborative planning	Weekly	2017	- Curriculum, Assessment and Reporting Framework	Implemented	2018	- Pedagogical Framework	Implemented	2018	- Units of work devised – whole school	Ongoing	2019	- Feedback to students / feed forward and goal setting	Quarterly	2018	- Communication Plan	Implemented	2018
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Values We value: <ul style="list-style-type: none"> Respect Care Learning Innovation Excellence 																																																																																
Research Based Pedagogy Art and Science of Teaching - ASoT Marzano Hattie – Visible Learning Pearson & Gallagher																																																																																

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total		44	61
Girls		15	16
Boys		29	45
Indigenous		17	19
Enrolment continuity (Feb. – Nov.)		88%	91%

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

The Department of Education (DoE) website, provides information for parents and guardians about types of schooling, how to enrol in a Queensland state school, including enrolment processes for a student to attend a special school. To be enrolled at our school, students must have a severe disability that includes a verified intellectual disability. An eligibility process is completed prior to enrolment.

Students who are enrolled in special schools within the Department of Education in Queensland, require highly specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities to maximise learning outcomes.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

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

We value a holistic and student focused approach to education. We value high expectations, explicit teaching and authentic learning with a focus on communication, promoted and delivered through a dynamic, diverse, inclusive curriculum. In all learning, we value discovery, connection (active engagement) achievement and innovation as we work together to achieve the extraordinary.

We value a safe and encouraging learning environment, where ability is recognized and possibilities are encouraged. Our endeavour is the demonstration of the core principles of resilience including gratitude, empathy and mindfulness, thereby promoting emotional literacy and positive mental health.

We involve all stakeholders in the planning of highly individualised curriculum for our students and this is documented in the student ICP, SET Plan, QCIA - Curriculum Plan and Support Provisions (including: Communication; Social/Emotional Development; Music; Physical Education; and, Visual Arts). Specialist teachers provide whole school programs including: Music, Visual Arts and Physical Education.

Students in Prep to Year 10 are provided a highly individualised curriculum, based on the Australian Curriculum extended General Capabilities of Literacy and Numeracy to access Australian Curriculum learning area content and/or are provided a different year-level or partial year-level curriculum and achievement standards in one or more learning areas. Students in Years 11 and 12 are provided an individual educational program, detailed in a Curriculum Plan, to meet Queensland Certificate of Individual Achievement (QCIA) goals taken from some or all of the curriculum organisers - Communication and technologies; Community, citizenship and the environment; Leisure and recreation; Personal and living dimensions; and, Vocational and transition activities.

Further to this, the curriculum focus for senior students in Years 11 and 12 is being developed through the provision of school based programs and in future, the delivery of certificate courses aligned with the (QCIA).

Our whole school Curriculum Framework includes concept organizers:

- Me
- My world
- My place – changes over time
- My place – caring for my environment
- My world – making a difference

Age appropriate contexts for learning (topics) are captured and documented in units of work designed by our teaching teams, drawn from the Australian Curriculum learning areas including:

- English
- Mathematics
- Science
- Health and Physical Education
- Technologies
- Humanities and Social Sciences (History; Geography; Civics and Citizenship; and, Economic and Business)
- The Arts (Dance, Drama, Music, Media Arts, Visual Arts)

Throughout 2018, we introduced and established a number of school based programs (micro industries), designed to provide student focused and fully differentiated learning environments that support students to achieve their potential while developing strategies to overcome barriers. Electives as contexts for learning include:

- Horticulture
- Multi Skills
- Catering
- Leisure and Recreation, and
- Design and Technology

Co-curricular activities

Our school aims to provide the students with real life and life like opportunities to learn and to succeed. As a Positive Behaviour for Learning school, we explicitly teach our school skills – We listen. We wait. We communicate. We share. We are safe. Students enjoy an eclectic educational experience with challenges and success forming part of all aspects of their school life utilising the school and community resources.

Cairns State Special School provides a comprehensive, multidisciplinary approach ensuring educational, vocational, medical, paramedical and other support services maximize educational outcomes for all students. Our endeavour is a fully integrated collaborative model of service delivery that includes all stakeholders. We share responsibility for setting appropriate goals, for determining strategies to achieve goals, for empowering each other

and collaborating on teaching practices which maximize goal achievement. We reflect on what we need to know, do and be in order to achieve excellence.

How information and communication technologies are used to assist learning

Technology is a major resource for class programming and is used extensively across our school. We have adopted a range of technology sources to enhance our pedagogical practices.

Technology resources include:

- Interactive Touch Board Technology – Edutouch and Prowise boards in every classroom and in shared spaces
- Digital cameras for all staff
- Voice Output Devices to support communication programming for pre-intentional and nonverbal students.
- Class PC access
- Computer For Teachers Laptops Program
- Principal and Deputy 3G Laptops
- iPads for class access
- iPods for class access
- iPads for staff – all teachers and teacher aides
- 1:1 Student iPad Program – parent supported
- Augmentative and alternative communication (AAC) systems: communication boards; devices that produce voice output (speech generating devices or SGD's).
- Access equipment: switch devices, touch screens, adapted mouse, eye gaze technology, on-screen keyboards, enlarged keyboards, tablet keyboards, ergonomic keyboards and key guards
- Assistive listening devices and visual aids

Social climate

Overview

All staff members are committed to their core objective to provide personalised and relevant opportunities for all students to achieve their potential and have a voice and choice in their learning and pathway. All staff members uphold the belief that the school needs to provide a safe and supportive learning environment in which every student is able to experience success every day.

Community members and parents applaud the culture of the school that embraces all individuals. Parents commend the inclusive and personalised nature of support provided for their child, and all staff members articulate high expectations for the learners of the school. This is reflected in the DoE 2018 School Opinion Survey data and our local 2018 Parent Survey where 99.2% of all responses agreed/strongly agreed with the survey statements.

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)		100%	100%
• this is a good school (S2035)		100%	100%
• their child likes being at this school* (S2001)		100%	100%
• their child feels safe at this school* (S2002)		100%	100%
• their child's learning needs are being met at this school* (S2003)		100%	100%
• their child is making good progress at this school* (S2004)		100%	100%
• teachers at this school expect their child to do his or her best* (S2005)		100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	100%
• teachers at this school motivate their child to learn* (S2007)		100%	100%
• teachers at this school treat students fairly* (S2008)		100%	100%
• they can talk to their child's teachers about their concerns* (S2009)		100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)		100%	100%
• this school takes parents' opinions seriously* (S2011)		100%	100%
• student behaviour is well managed at this school* (S2012)		100%	90%
• this school looks for ways to improve* (S2013)		100%	100%
• this school is well maintained* (S2014)		100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

* 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)		100%	100%
• they feel that their school is a safe place in which to work (S2070)		100%	92%
• they receive useful feedback about their work at their school (S2071)		88%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		100%	92%
• students are encouraged to do their best at their school (S2072)		100%	92%
• students are treated fairly at their school (S2073)		100%	88%
• student behaviour is well managed at their school (S2074)		94%	74%
• staff are well supported at their school (S2075)		94%	79%
• their school takes staff opinions seriously (S2076)		94%	78%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)		100%	96%
• their school is well maintained (S2078)		100%	100%
• their school gives them opportunities to do interesting things (S2079)		94%	83%

* 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

We actively encourage parents and carers to be involved in our school sharing their voice and their choice. We believe that education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow. Family support assists us to provide the very best education possible for our children, in a safe and happy environment.

Throughout 2018, parents were active participants in their child's education at Cairns State Special School in the following ways:

- Attended information, introduction and social evenings
- Volunteered in classrooms
- Attended whole school and class celebrations
- Attended parent teacher meetings and were active participants in our ICP process
- Attended P&C meetings, School Council meetings and activities; participated in many forums throughout 2018 for parent/community voice and choice in our school's direction
- Participated in P&C activities, including an Open Day
- Attended Parent Education Sessions
- Participated as guest speakers
- Assisted in setting up resources across the school.

We are committed to:

Ensuring we involve all stakeholders in the planning of highly individualised curriculum for our students and this is documented in the student ICP, SET Plan, QCIA - Curriculum Plan and Support Provisions (including: Communication; Social/Emotional Development; Music; Physical Education; and, Visual Arts)

Embedding the teaching of communication across all learning areas. Following a stakeholder meeting to complete a Pragmatic Profile for each student, all students have a Communication Profile completed which details the following: Primary Mode of Communication; Additional Modes of Communication; Additional Considerations; Receptive Language Capabilities; Expressive Language Capabilities; and, Current Communication Goals. This information is critical for all those supporting student communication development.

Providing opportunities for all stakeholders to have a voice and choice in the direction of the school through regular facilitated forums, our P&C meetings, our School Council meetings, information sessions and through partnerships/sponsorships with community organisations

Identifying, planning for and providing relevant and authentic opportunities for students to be involved in micro-industry/enterprise, community-based learning, work and vocational placement.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

In 2018, the school introduced the *True All School* program - relationships and sexuality education (RSE) program, supported by professional learning sessions for staff and the community, along with the purchase of resources.

Our school is a Resilience Project (Official Partnership) School and as such, we provide an emotionally engaging, whole school program that uses evidence based approaches to build resilience in order to develop mental health. The school wide implementation of the Resilience Project which focuses on gratitude, empathy, mindfulness and emotional literacy, directly supports our school's values. Community partnerships are very important to us and we make a deliberate choice to foster strong community partnerships that support improved outcomes for our

students. We welcome parent involvement in our school and ensure that our students have access to all the supports they require in their learning.

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	2
Long suspensions – 11 to 20 days		0	0
Exclusions		0	0
Cancellations of enrolment		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

Reducing this school's environmental footprint

As a new school, we are conscious of ensuring our environmental footprint is managed carefully. While we have no historical data as yet, we do have a commitment to sound sustainability practices. We have implemented a whole school recycling program which our students actively manage and participate in.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)			2,300

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 standardized 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.

Find a school
Search website

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	22	48	<5
Full-time equivalents	19	32	<5

*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	21	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12,434

The major professional development initiatives are as follows:

- All teaching and support staff undertook one day training in Team Teach (positive handling strategies for responding to and managing challenging behaviours).
- All teaching and support staff engaged in and complete all mandatory training.
- Staff training was provided by DoE nurses to meet specialised health needs of students.

- All teaching and support staff engaged in professional learning that enhances expertise in communication learning, including PODD modelling and an introduction to Intensive Interaction.
- Access to coaching/mentoring for all PLT members – based on PLT goals.
- Teaching staff participated in whole school moderation activity – English and Mathematics.
- Teaching staff introduced to and supported to engage in Instructional Rounds – whole school data collection related to communication priority. Data and action plan to be formulated.
- Delivery of True All School Professional Learning for all staff to support whole school implementation of relationships and sexuality education (RSE) program.
- Resilience Project – 90mins professional learning for all staff and 90mins presentation for parents.
- External Professional Learning to cater for individual needs aligned to our school priorities. E.g. QCIA; QCAA; Autism; SECC Roadshow; ASDAN; QTU
- Opportunity for Principal Professional Learning at both regional and state-wide forums, including one IPS forum in Brisbane
- SECC (Special Education Curriculum Cluster) annual subscription and staff participation at SECC PD

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%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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		85%	89%
Attendance rate for Indigenous** students at this school		76%	83%

* 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		51%	
Year 1		96%	84%
Year 2		97%	89%
Year 3		92%	65%
Year 4		92%	92%
Year 5		95%	94%
Year 6		92%	87%

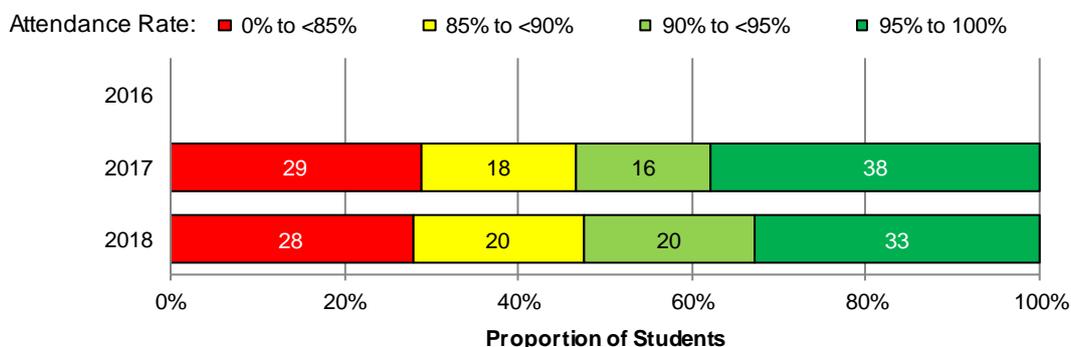
Year level	2016	2017	2018
Year 7		67%	92%
Year 8		94%	84%
Year 9		62%	97%
Year 10			81%
Year 11		89%	95%
Year 12		DW	91%

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 not considered a major concern at Cairns State Special School. Families/carers are very good at corresponding with the school when their children are sick or on holidays. If a child is absent without correspondence from the family, either the teacher or the administration team contact the family/ carer on the day of the absence. If a student is absent long term due to health, we forward a card or correspondence and a staff member may visit the home or hospital.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.

Find a school
Search website

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 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

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		1	3
Number of students awarded a QCIA		1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12		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
Percentage of Indigenous students who received an OP		0%	
Number of students awarded one or more VET qualifications (including SAT)		0	0
Number of students awarded a VET Certificate II or above		0	0
Number of students who were completing/continuing a SAT		0	0
Number of students awarded an IBD		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		0%	0%
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 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I		0	0
Certificate II		0	0
Certificate III or above		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).

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

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.

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