



Nambour Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Principal – Richard Fisher

# From the Principal

## School overview

Situated in the Sunshine Coast Hinterland, Nambour Special School delivers high quality education for students with an Intellectual Disability (ID), in a safe and supportive environment. Our vision is '**Engaged learners, Individualised pathways, Community partnerships**' and our purpose is 'to provide high quality learning which engages all students through personalised planning and focusses on preparing students with the knowledge, skills and confidence to participate effectively in their community'.

Nambour Special School is a P-12 school, split into a Primary and Secondary school, situated on one site. The Primary School is arranged into a Junior Primary cohort (Prep – Y2) and a Senior Primary Cohort (Y3 – Y6). The Secondary school is arranged into a Junior Secondary Cohort (Y7 – Y10) and a Senior Secondary Cohort (Y11- Y12). Both the Primary and Secondary school utilise shared, whole school, facilities which include a library, swimming pool, school hall and leisure facilities.

Students are grouped in accordance to age and educational needs and the Australian Curriculum forms the basis of Nambour Special School's curriculum framework.

Nambour Special School aims to continually develop innovative strategies to engage students in learning through effective curriculum design, a strong focus on literacy and numeracy and a strong commitment to ICT and communication.

Nambour Special School was announced as Queensland winner of the Showcase Award for Excellence in Inclusive education and was announced as a Positive Behaviour for Learning (PBL) Demonstration School for 2019.

Kind Regards

Richard Fisher

Principal

## School progress towards its goals in 2018

Explicit Improvement Agenda Target	Identified Strategies	Progress towards goal
<p>Communication</p> <p>'Every student will engage with a robust communication system across all school environments, with staff developing the skills to be smart communication partners.'</p>	<ol style="list-style-type: none"> <li>1. Develop Nambour Special School Augmentative and Alternative Communication (AAC) Policy</li> <li>2. Offer Termly AAC Parent Network Meetings to parents, schools, ECEC's, NGO's and community groups</li> <li>3. Consolidate Communication Team and develop Communication Committee</li> <li>4. Develop EDstudio resource for training, sharing information and sharing best practice with all staff</li> <li>5. Create and distribute Nambour Special School Communication Calendar to maintain impetus and consistency across environments</li> <li>6. Provide formal and informal supports for staff to develop AAC skills through existing school processes – Staff PD,DPF, GROWTH Coaching, mentoring, and informal supports</li> <li>7. Teaching staff provided with relevant communication device for students in their classroom (Hi-tech &amp; Low-tech)</li> <li>8. Teacher aides provided with low-tech communication device for all duties and support to implement</li> <li>9. Develop individual communication profiles for all students</li> <li>10. All students working below foundation will have a receptive communication goal in their ISSP</li> </ol>	<p>Nambour Special School achieved the Communication goal in 2018.</p> <p>All students engage with a robust communication system across school environments.</p> <p>All students have a communication profile</p> <p>Staff capacity building for communication continues to be a school priority</p> <p>All students working below foundation have a receptive language goal in their ISSP</p>
Numeracy	<ol style="list-style-type: none"> <li>1. Nambour Special School four Block Numeracy Framework developed and implemented - Maths through movement</li> </ol>	<p>Manipulative maths block developed and implemented across the school</p>

<p>'By the end of 2018 all students will be actively engaged in the Manipulative Maths block of the school four blocks numeracy framework, utilising Numicon as a school-wide system for improving numeracy outcomes.'</p>	<ul style="list-style-type: none"> <li>- Manipulative maths</li> <li>- Practical maths</li> <li>- Symbolic maths</li> </ul> <ol style="list-style-type: none"> <li>2. Deliver Four Blocks Numeracy framework PD to Teaching staff through existing school processes</li> <li>3. Professional development (workshopping, presentations and PLCs) to embed Numicon</li> <li>4. Engage with PEAC – Mathematics (GTMJs – discernible differences between levels)</li> <li>5. Moderation using GTMJ's</li> <li>6. Provide opportunities for staff to develop deep knowledge of Four Blocks Way Numeracy framework using existing school processes across the year</li> </ol>	<p>Staff PD delivered and CLC focussed on delivery of Manipulative maths block across the school</p> <p>GTMJ's for Maths nearly completed</p> <p>Four Blocks Numeracy Plan being developed</p>
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Nambour Special School continues to set goals and work towards achieving its goals through collaborative planning, a strong focus on developing staff capacity and through celebrating successes.

In 2018, Nambour Special School were State winners in the Queensland Showcase Award for Excellence in Inclusive Education for 'Lifting literacy of every learner'. The Showcase focussed on the delivery of literacy to all students and the development of an assessment tool that meets the need of students working below foundation in the Australian Curriculum.

### Future outlook

Nambour Special School's targets for 2019 are

Explicit Improvement Agenda Target	Identified Strategies
<p style="text-align: center;"><b>Data Literacy</b></p> <p><b>By the end of 2019, every student will have a consistent data profile (PBL/YCDI/Academic/SEL) and teachers will have the knowledge and confidence to make data informed decisions about student learning outcomes.</b></p>	<p><b>Data Literacy</b></p> <ul style="list-style-type: none"> <li>• Develop and communicate clear expectations regarding data collection at Nambour Special School</li> <li>• Reinforce with staff current data sets currently used at NSS <ul style="list-style-type: none"> <li><b>SEL</b> – PBL data, Thumbs ups, Major/minor behaviours, SET, Attendance</li> <li><b>Academic</b> – Reading our way, PM Benchmarking, ELAT, ICP, ISSP, Personalised learning, CLSP, Maths Data Profile, MMDC</li> <li><b>Whole School</b> – School Opinion Survey, Headline Indicators, Next Step, School Data Profile, Wh&amp;S</li> </ul> </li> <li>• Provide Committees with data sets to assess progress/success and drive decision making</li> <li>• Review and develop Data accountability documents and timelines and distribute to teaching staff</li> <li>• Research relevant data Wall options</li> <li>• Include data in Teacher PD sessions – 1 PD session per term</li> <li>• Complete English data profile (Semester 2)</li> <li>• Develop teacher resource bank of 'How to' information regarding Data collection and analysis</li> <li>• YCDI Rubrics and PBL data to be used in teacher DPF meetings (Behaviours, Positive referrals and student of the week awards)</li> </ul>
<p style="text-align: center;"><b>Numeracy</b></p> <p><b>By the end of 2019, every teacher will be consistently implementing and every student will be engaging in, the manipulative and symbolic maths blocks of Nambour Special School's 'Four blocks numeracy framework', increasing students' numeracy outcomes</b></p>	<ul style="list-style-type: none"> <li>• Curriculum Team to discuss Numeracy each meeting</li> <li>• Numeracy Implementation Plan to be complete by end of Term 1</li> <li>• Core Numeracy Team established</li> <li>• ASOT Numeracy goal tracked each Term and reported on each Semester</li> <li>• Numeracy Focused PD delivered to all staff – Using manipulatives to develop numeracy (gradual release model)</li> <li>• Staff supported in class through HOC</li> <li>• Professional Learning Week focussed on developing effective numeracy practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Sharing of good practice at staff meetings</li> <li>• All classrooms provided with Numicon kit and other manipulatives</li> <li>• Numeracy Planning to be reflected in 10 week plans across all KLA's</li> <li>• Parent engagement in Numeracy Plan development and implementation through school newsletters, facebook etc.</li> <li>• All classrooms provided with appropriate manipulatives to support numeracy teaching and learning</li> </ul>
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In 2019, Nambour Special School will continue to develop and embed a Four Blocks Numeracy framework. Nambour Special School staff will develop a sound understanding of the range of data available for decision making as part of an Explicit Improvement Agenda. In addition, Positive Behaviour for Learning, communication, ICT and ongoing staff capacity building will be a strong focus for Nambour Special School.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	142	151	148
Girls	53	50	49
Boys	89	101	99
Indigenous	10	10	8
Enrolment continuity (Feb. – Nov.)	96%	95%	94%

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

Nambour Special School has enrolments of 150 students and is located in Burnside on the Sunshine Coast. It has a large geographical enrolment area, ranging from Maroochydore and Buderim to the South, Maleny and Montville to the West and Noosa and Cooroy to the North of the Region. Students attending Nambour Special School have a significant Intellectual Disability (ID) verification, under Education Queensland's verification process. In addition to this, 80% of students present with one or more additional disabilities, which include Visual impairment, Physical impairment, Autism Spectrum Disorder and Hearing Impairment. Nambour Special School delivers the Australian Curriculum, aligned to Education Queensland expectations. Over 40% of students attending Nambour Special School achieve below foundation level. Of this cohort of students, 30% use a wheelchair for mobility, 30% receive nutrition through gastrostomy feeding, 35% have Cortical vision impairment (CVI), are blind or have a significant visual impairment and approximately 35% have epilepsy. Nambour Special School ensures that every student is

succeeding through individualised planning and teaching, formalised assessment processes and consistent judgments which can be moderated across classrooms and schools as appropriate.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			5
Year 4 – Year 6			6
Year 7 – Year 10			7
Year 11 – Year 12			8

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

ACARA units form the basis of Nambour Special School Curriculum across all Key Learning Areas (KLA's). Nambour Special School curriculum draws content from the Australian Curriculum, with supplementary curriculum outcomes sourced from PIVATS and the Feila Curriculum, to meet the individual learning needs of all students. Specialised and disability-specific pedagogies such as TEACCH, Active Learning and Intensive Interaction provide best-practice in engaging students, and result in increased learning outcomes. The Nambour Special School curriculum uses the Key Learning Areas to drive our curriculum focus. School-based units of work ensure a whole-school, scaffolded approach to learning, with continuity across the four school cohorts. Nambour Special School's Literacy Framework is embedded across all KLA's and is developed utilising the Four Blocks Way Literacy approach. Nambour Special School has a Pedagogy Wheel, which outlines expectations for staff when teaching at Nambour Special School.

Nambour Special School's STEP Program (Y11 and 12) offers VET Subjects (CERT I Hospitality and CERT I Access to Vocational Pathways) and individualised Programs that meet QCIA guidelines.

Individual Student Support Plans (ISSPs), Health Plans and specialist para professional plans support access to the curriculum via goals devised through parent/carer, school and specialist partnerships.

Nambour Special School embeds learning through student engagement in meaningful and individualised learning experiences, including community-based learning, to assist students in the transference and generalisation of skills, and to promote access to and inclusion in the wider community.

All students attending Nambour Special School have an Individual Curriculum Plan (ICP)

### Co-curricular activities

Community Based Learning

Riding for the Disabled

SailAbility

Community use of facilities (shops, post office, banks and recreational facilities)

Travel Training

TAFE

Supported Work Experience

Special Olympics

School camps

Assistance dog training

Post School Transition visits

Duke Of Edinburgh

Sports Carnival

Swim Carnival

Incursions – Mr Yippadee / Adopt a Cop

## How information and communication technologies are used to assist learning

Nambour Special School is committed to deliver a rigorous curriculum, aligned to the Australian Curriculum (ACARA), that meets the diverse needs of students who have a disability. Our vision is

*“Engaged Learners, Individualised Pathways, Community Partnerships”*

Nambour Special School aims to achieve the following goals which align with Education Queensland’s Smart Classroom strategy

- ICT is integral to learning in all Learning environments
- ICT’s will enhance student learning
- Staff and students will be provided with the opportunity to trial new technologies
- Staff will be connected with professional learning opportunities so they can create and employ meaningful and engaging strategies where ICT is integral to learning
- Develop partnerships between school and school community to broaden learning opportunities and develop lifelong skills
- Commit to ongoing development of ICT curriculum integration

Information and Communication Technologies (ICT’s) are instrumental in ensuring that Nambour Special School delivers engaging curriculum, which is accessible by all. Nambour Special School ensures that the ICT needs of staff and students are met through focus on the following eLearning drivers.

1. **Working Digitally** – Nambour Special School staff are encouraged to use innovative elearning strategies to drive student improvement.
2. **Effective processes and procedures** – Nambour Special School is committed to developing effective processes and supports that ensure eLearning and digital devices are working efficiently and for the purpose of improving student outcomes.
3. **Enabling learners** - students are provided with a range of eLearning opportunities that meet individual student need.
4. **Developing Professionals** – Staff at Nambour Special School have clear guidelines, expectations and professional development opportunities regarding the delivery of quality teaching and learning in a contemporary learning environment

## Social climate

### Overview

Nambour Special School covers a wide geographical area from Noosa in the North to Maroochydore in the South and the Hinterland to the West of the Sunshine Coast region. Nambour Special School supports a diverse cohort of students, all who are verified with an intellectually Disability (ID). Many students (80%+) who attend Nambour Special School have two or more impairments. Nambour Special School has many processes in place to support students with a disability progress academically and socially which are as follows

Announced as Queensland winners for Showcase Award for Excellence in Inclusive Education in 2018

Positive Behaviour for learning (PBL) systems to manage student behaviours and teach and acknowledge positive behaviours

Strong commitment to Parent and community engagement in school each term

Nambour Special School achieved 'School of Excellence' status for PBL in 2013

Student Welfare Team that supports students, staff and families

Data collated for informed decision making

Chaplain Service, offering individual and group support services

Community agency partnerships focussing on student social wellbeing and community participation

Gold Pass Days for students who consistently make positive choices

Responsible Behaviour Plan outlining school management and response to student behaviours

Newsletter highlighting "Thumbs Up" and Student of the week winners

Strong partnerships established with Regional student support teams

All staff undergo rigorous student management training and refresher under TEAM TEACH umbrella

'You Can Do It!' Program embedded into Nambour Special School's curriculum, focusing on student Social and Emotional development

## 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%	91%	98%
• this is a good school (S2035)	100%	97%	98%
• their child likes being at this school* (S2001)	96%	94%	100%
• their child feels safe at this school* (S2002)	96%	85%	98%
• their child's learning needs are being met at this school* (S2003)	93%	91%	96%
• their child is making good progress at this school* (S2004)	89%	88%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	88%	96%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	100%
• teachers at this school treat students fairly* (S2008)	96%	89%	98%
• they can talk to their child's teachers about their concerns* (S2009)	96%	91%	100%
• this school works with them to support their child's learning* (S2010)	96%	91%	95%
• this school takes parents' opinions seriously* (S2011)	93%	91%	94%
• student behaviour is well managed at this school* (S2012)	96%	94%	100%
• this school looks for ways to improve* (S2013)	100%	97%	96%
• this school is well maintained* (S2014)	100%	100%	98%

\* 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)			

Percentage of students who agree# that:	2016	2017	2018
• 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%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	98%	94%
• they receive useful feedback about their work at their school (S2071)	97%	95%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	97%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	99%
• staff are well supported at their school (S2075)	100%	100%	98%
• their school takes staff opinions seriously (S2076)	98%	100%	98%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	98%	96%	93%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	95%

\* 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

Parent partnerships play a vital role in ensuring student needs are met and appropriate targets are set for students attending Nambour Special School. Parents are involved in their child's education in the following ways

Daily communication between school and parent (communication book)

Collaborative target setting through Individual Student Support Plan– twice per year

Academic Reporting – twice per year

Academic Progress Review Meeting

Parent Forum – once per term  
 Volunteer program  
 Community Forum  
 Newsletters – fortnightly  
 Parent Information sessions  
 Transition Expo – Term 3  
 Open Communication channels  
 School website continually updated and renewed  
 Strong P & C committee  
 Collaborative links with Sunshine Coast Community  
 Voluntary work strongly encouraged  
 Parent focussed professional development sessions  
 School focus on developing and maintaining strong relationships with families  
 Whole School event organised (termly) for parent /carer involvement  
 Strong Transition programs at key junctures (GR8 START Program and STEP Program) - Showcase Excellence Regional Winner 2016  
 FACEBOOK Page to celebrate student success and keep parents and community informed  
 PATH Plan development for Senior Secondary students (Parent 2 Parent)

## Respectful relationships education programs

Nambour Special School's rules are Be safe, Be respectful and Be a Learner. As part of the school's Positive Behavior for Learning (PBL) processes, students receive direct teaching about school rules and are rewarded when they display appropriate behaviors, linked to school rules. The philosophy of rewarding positive behaviors is implemented across the whole school. Nambour Special School aims to become a PBL demonstration school in 2019.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. A Social Emotional Learning (SEL) Program is delivered to all students. The You Can Do It Program is delivered across the curriculum focusing on Resilience, Confidence, Persistence and Getting Along. Students are taught skills and strategies and are formally acknowledged when they display strengths in the YCDI Program with certificates on assembly

Nambour Special School implements a Student Welfare Framework to ensure that a safe and supportive environment is maintained for students and their families at all times. In addition a 'Maintaining Your MOJO' Framework has been developed and implemented to ensure a supportive culture for staff is maintained at all times.

Nambour Special School undertakes a Student Welfare Meeting each week which focusses on the wellbeing of students, staff and families. The school develops strong partnerships with the wider school community and with service providers in the community as appropriate.

## 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	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Nambour Special School's staff are committed to reducing the environmental footprint through processes and procedures supporting efficient use of electricity (lights out when appropriate) and water to ensure that waste is reduced across the school. Nambour Special School Administration continues to support the efficient use of school resources and the reduction in inappropriate usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	227,181	239,739	244,957
Water (kL)	331		5

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

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	54	<5
Full-time equivalents	36	33	<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
Doctorate	
Masters	5
Graduate Diploma etc.*	9
Bachelor degree	24
Diploma	2
Certificate	

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$19,965.

The major professional development initiatives are as follows:

- Department of Education Mandatory Training
- Nambour Special School Annual Training – processes and procedures
- TEAM TEACH accreditation
- ONESCHOOL
- ICT – IPAD APPS
- Maintaining Your MOJO
- Seizure Management
- Specialized Health
- Essential Skills for Classroom Management
- Four Blocks Literacy
- Reading our Way review
- You Can Do it! (YCDI)
- OT/PT processes and procedures
- Collaborative Learning Communities – Numeracy

- Collaborative Learning Community – Communication
- Curriculum and Risk Assessment
- Family Planning Queensland
- Maths Moderation
- Observation and Feedback – process and procedure
- School Improvement tool
- Student Management – Process and procedure
- Numicon
- Student Management – Incredible 5 point scale/Cartoon debrief
- Moderation
- How to sessions...
- Observation and Feedback opportunities
- GROWTH Coaching
- Observation of Lead Teacher opportunities
- Professional Learning week
- Assessment and reporting - Guides to making Judgements
- Smart Communication partners
- Zones of Regulation
- Collaborative Learning Community engagement
- PBL/FBA updates

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.	95%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	89%	88%	88%
Attendance rate for Indigenous** students at this school	89%	84%	87%

\* 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	91%	84%	86%
Year 1	98%	91%	87%
Year 2	88%	96%	94%
Year 3	88%	88%	87%
Year 4	87%	89%	88%
Year 5	92%	91%	91%
Year 6	89%	91%	92%

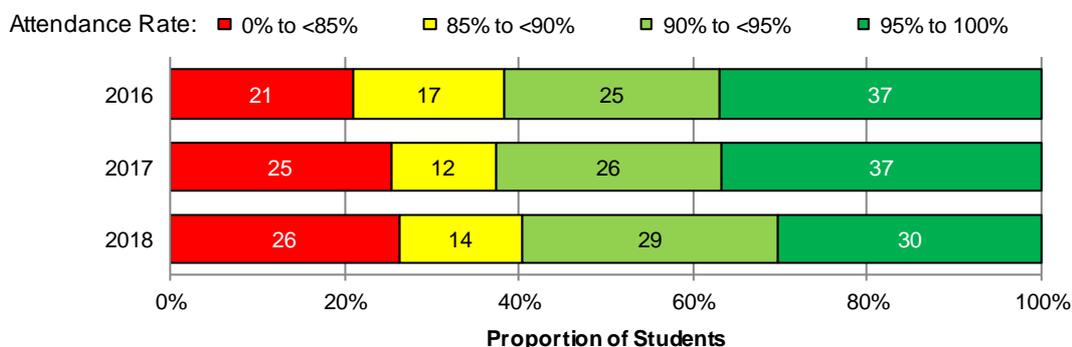
Year level	2016	2017	2018
Year 7	89%	85%	83%
Year 8	89%	87%	86%
Year 9	90%	92%	85%
Year 10	88%	87%	92%
Year 11	83%	88%	84%
Year 12	91%	68%	86%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Full attendance is expected at Nambour Special School, however Administration staff are aware that student attendance is impacted by health and disability based issues. Nambour Special School's attendance procedures are as follows

Rolls marked twice per day

Families contacted on day of absence via SMS alert

Nambour Special School Student Welfare Team meet weekly to discuss complex cases and support accordingly

School processes aligned with Queensland Education Enrolment Policy

Transport assistance to support students travelling to and from school

Nambour Special School rewards students for positive behaviours through PBL awards and postcards home. Students whose attendance is 95%+ receive a certificate at the end of each semester.

## 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	6	6	12
Number of students awarded a QCIA	6	6	12
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12			0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP			0%
Number of students awarded one or more VET qualifications (including SAT)	6	1	6
Number of students awarded a VET Certificate II or above	2	1	0
Number of students who were completing/continuing a SAT	1	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	17%	50%
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	5	1	6
Certificate II	2	1	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018, students accessed the following VET Certificates delivered by Nambour Special School staff

CERT I Access to Vocational Pathways

CERT I Hospitality

## 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		86%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### 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.nambourspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>