



Nambour Special School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	MC Box 5139 SCMC Nambour 4560
Phone:	(07) 5444 9333
Fax:	(07) 5444 9300
Email:	principal@nambourspecs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Richard Fisher

School Overview

Nambour Special School's 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 delivers quality education for students with a range of disabilities, in a supportive environment. The school is divided into four cohorts –Junior Primary (Prep – 2), Senior Primary (3-6), Junior Secondary (7-10) and the STEP Program (Senior Secondary (11-12)). Students are grouped in accordance to age and educational needs. The Australian Curriculum (ACARA) forms the basis of Nambour Special School's Curriculum Framework. Nambour Special School's Pedagogical Framework is adapted from the established, research-based pedagogical framework, The Art and Science of Teaching (Robert Marzano). Nambour Special School utilises technology to transform the ways that students think, learn and communicate; ensuring that information and ideas can be shared in all learning areas at school, and in their lives beyond school.

Nambour Special School believes every student has the right to communicate and that Alternative and Augmented Communication is the foundation for developing communication skills (learning language for interaction) and developing language skills (using language for learning).

Principal's Foreword

Introduction

Nambour Special School's Annual Report 2016 will identify progress that the school has made towards school targets and priorities and will identify key data with regards to attendance, achievement, staff and community opinion, School discipline and student achievement across the school in 2016

School Progress towards its goals in 2016

Nambour Special School's Priorities for 2016 are identified in the tables below

Table 1 – Nambour Special School's Explicit Improvement Agenda

Explicit Improvement Agenda Target	Progress towards Target <input type="checkbox"/> Complete <input type="checkbox"/> Implementing <input type="checkbox"/> Not started
Target 1 - Reading -Nambour Special School will staff will work towards progressing the reading ability of all students to improve their opportunities to interact with Literacy, people and their community	
Target 2 – Numeracy -Nambour Special School staff will have the knowledge, skills and resources to implement the Nambour Special School Numeracy Plan in 2017	
Target 3 - TransitionsNambour Special School will create smooth pathways for students commencing and completing school to ensure that key transitions are navigated smoothly	
Target 4 - Staff Capacity - Nambour Special School staff will be provided with the opportunity and support to set and work towards professional goals to improve professional knowledge and practice, to positively influence student outcomes	

Table 2 – Nambour Special School operational goals

Annual Operational Targets	Progress towards Target <input type="checkbox"/> Complete <input type="checkbox"/> Implementing <input type="checkbox"/> Not started
PRIORITY 1 - Maintain whole school curriculum aligned to the Australian Curriculum with specific focus on development of a Prep and STEP Program Curriculum	<input checked="" type="checkbox"/>
PRIORITY 2 – Further develop formalised and diagnostic assessment processes to allow teachers to measure and track student progress and make informed decisions	<input type="checkbox"/>
PRIORITY 3 – Further develop Nambour Special School's Literacy and Numeracy Frameworks to encompass every student in every classroom	<input type="checkbox"/>
PRIORITY 4 – Embed evidence based teaching and learning strategies based on 'The Art and Science of teaching' in every classroom to further develop innovative teaching practice	<input checked="" type="checkbox"/>
PRIORITY 5 – Implement effective strategies to maintain a safe and supportive environment to maximise learning	<input checked="" type="checkbox"/>
PRIORITY 6 – Clear school processes and procedures developed to provide clear school support structures	<input checked="" type="checkbox"/>
PRIORITY 7 – Build staff knowledge and expertise through development of a culture of professional learning and coaching	<input type="checkbox"/>
PRIORITY 8 – Provide informal and formal leadership opportunities	<input checked="" type="checkbox"/>
PRIORITY 9 – Formalise community partnerships at key transition junctures	<input checked="" type="checkbox"/>
PRIORITY 10 - Develop processes that support families of students who attend Nambour Special School	<input type="checkbox"/>
PRIORITY 11 – Develop cross school partnerships with local mainstream and Special Schools	<input type="checkbox"/>

Future Outlook

Nambour Special School's Key Improvement Priorities for 2017 are identified in the table below

Table 1 – Nambour Special School's Explicit Improvement Agenda 2017

Explicit Improvement Priority Goal	Identified strategies
<p>Communication</p> <p>'By the end of 2017, all children with complex communication needs (CCN) at Nambour Special School will be modelled a robust communication system, to meet a range of communicative functions, across all school environments, so students' basic human right to be understood and to understand others, as independently as possible, is acknowledged.'</p>	<ul style="list-style-type: none"> ○ Develop Nambour Special School Augmentative and Alternative Communication (AAC) Policy ○ Offer Termly AAC Parent Network Meetings to parents, schools, ECEC's, NGO's and community groups ○ Research creating two groups – PODD and Proloquo2go to maintain relevance ○ Develop communication Team ○ Develop EDstudio resource for training, sharing information and sharing best practice with all staff ○ Create and distribute Nambour Special School Communication Calendar to maintain impetus and consistency across environments ○ Provide formal and informal supports for staff to develop AAC skills through existing school processes – Staff PD, DPF, GROWTH Coaching, mentoring, and informal supports ○ Teaching staff provided with relevant communication device for students in their classroom (Hi-tech & Low-tech) ○ Teacher aides provided with communication device for all duties and support to implement
<p>Numeracy</p> <p>'By the end of 2017, 100% of students at Nambour Special School will be actively engaged in a four blocks numeracy framework incorporating 4 approaches to developing numeracy skills to ensure that students with a range of learning styles are engaged with daily numeracy based learning experiences and improve numeracy outcomes across the school.'</p>	<ul style="list-style-type: none"> ○ Nambour Special School four Block Numeracy Framework developed and implemented <ul style="list-style-type: none"> - Maths through movement - Manipulative maths - Practical maths - Symbolic maths ○ Deliver Four Blocks Numeracy framework PD to Teaching staff through existing school processes ○ Numicon resources purchased and distributed to support Four Blocks Numeracy Framework

	<ul style="list-style-type: none">○ Engage with PEAC – Mathematics for staff development of 'deepening knowledge'○ Provide opportunities for staff to develop deep knowledge of Four Blocks Way Numeracy framework using existing school Processes across the year
--	---

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	126	49	77	11	95%
2015*	122	43	79	9	94%
2016	142	53	89	10	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Nambour Special school is a Band 10 Special School with enrolments of 148 students and approximately 90 staff. All students attending Nambour Special School have a significant Intellectual Disability (ID), with 110 students presenting with two or more disabilities. Of the student cohort, 8% live in Out of Home care and there is a 9% Indigenous population. Nambour Special School enrolls students from a wide geographical area, in the North of the Sunshine Coast region. Students travel from Pomona in the North, Maleny and Montville in the West and the Northern aspect of Maroochydore.

Average Class Sizes

Nambour Special School's class size is dependent on required support levels for students. All classes will be allocated a Teacher and Teacher Aide to support students to access curriculum.

Curriculum Delivery

Our Approach to Curriculum Delivery

ACARA units form the basis of Nambour Special School Curriculum across all Key Learning Areas (KLA's). The Nambour Special School curriculum draws content from the 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'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 receive 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

Post School Transition visits

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

School Wide Positive Behaviour Support systems to manage student behaviours and teach and acknowledge positive behaviours

Nambour Special School achieved 'School of Excellence' status for SWPBS 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	97%	100%
this is a good school (S2035)	92%	97%	100%
their child likes being at this school* (S2001)	92%	97%	96%
their child feels safe at this school* (S2002)	92%	96%	96%
their child's learning needs are being met at this school* (S2003)	92%	97%	93%
their child is making good progress at this school* (S2004)	92%	93%	89%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	92%
teachers at this school motivate their child to learn* (S2007)	92%	100%	92%
teachers at this school treat students fairly* (S2008)	92%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	96%
this school works with them to support their child's learning* (S2010)	92%	100%	96%
this school takes parents' opinions seriously* (S2011)	92%	100%	93%
student behaviour is well managed at this school* (S2012)	91%	100%	96%
this school looks for ways to improve* (S2013)	92%	100%	100%
this school is well maintained* (S2014)	92%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)			

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	95%	95%	97%
they receive useful feedback about their work at their school (S2071)	94%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	100%	97%	100%
staff are well supported at their school (S2075)	98%	97%	100%
their school takes staff opinions seriously (S2076)	98%	97%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	97%	98%
their school gives them opportunities to do interesting things (S2079)	97%	95%	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.

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

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

Parent Feedback encouraged and responded to

Strong Transition programs at key junctures (GR8 START Program and STEP Program) - Showcase Excellence Regional Winner 2016

Respectful relationships programs

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

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

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	195,120	674
2014-2015	214,260	934
2015-2016	227,181	331

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.

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 <http://www.myschool.edu.au>.

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.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	49	0
Full-time Equivalent	34	30	0

Qualification of all teachers (2015 data)

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	8
Bachelor degree	26
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$33223.65.

The major professional development initiatives are as follows:

- Education Queensland Annual Mandatory Training
- Nambour Special School Annual Training – processes and procedures
- TEAM TEACH accreditation
- ONESCHOOL
- Kidsmatter
- Seizure Management
- Essential Skills for Classroom Management
- 4 Blocks Way
- OT/PT processes and procedures
- Collaborative Learning Communities – Reading
- Collaborative Learning Community – Guaranteed curriculum
- CARA 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
- Observation and Feedback opportunities
- GROWTH Coaching
- Observation of Lead Teacher opportunities

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	93%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

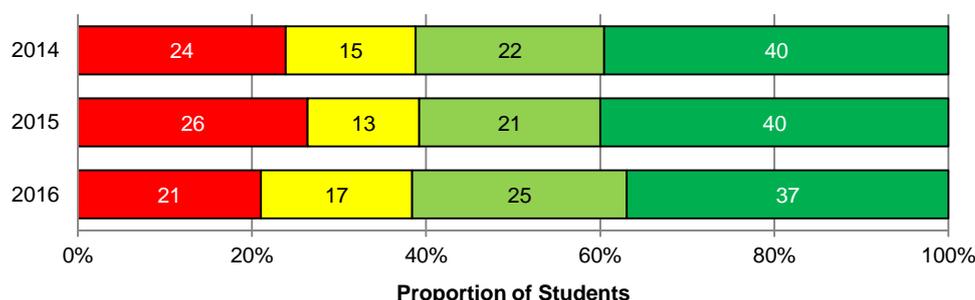
The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	93%	87%	88%	90%	86%	89%	87%	92%	87%	87%	90%	78%	89%
2016	91%	98%	88%	88%	87%	92%	89%	89%	89%	90%	88%	83%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

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

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 SWPBS awards and postcards home. Students whose attendance is 95%+ receive a certificate at the end of each semester.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	9	7	6
Number of students awarded a Queensland Certificate of Individual Achievement.	9	7	6
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	1	6
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	0%	

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	11%	14%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	1	1	0
2015	1	0	0
2016	5	2	0

As at 3rd February 2017. The above values exclude VISA students.

In 2016, students accessed the following VET Certificates delivered by Nambour Special School staff

CERT I Access to Vocational Pathways

CERT I Hospitality

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.nambourspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>