



Ipswich Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Ipswich Special School strives for excellence in education by providing a supportive, focused learning environment in which all students work towards participating effectively as valued members of society. Our school motto is "Together We Can" and we believe it is essential to develop and maintain strong partnerships with our community and in particular parents/carers, to promote our vision "Successful Students. Successful Futures".

We educate students from ages 3 to 18 years and our current enrolment is 108 students. Ipswich Special School caters for students in the Early Years (Yrs Prep to 2), Middle Years (Yrs 3 to 6), Junior Secondary (Yrs 7 to 10) and Senior Secondary (Yrs 11 and 12), as well as an Early Childhood Developmental Program which provides early intervention for children prior to Prep. We develop teaching and learning experiences to provide students with access to all three dimensions of the Australian Curriculum for students in Prep to Year 10 (Learning Areas, General Capabilities and Cross Curriculum priorities), and the Guideline for Individual Learning for students in Years 11 and 12. Curriculum offerings are enhanced by input from therapy support staff and specialist teachers in the areas of Design and Technology, Health and Physical Education, and The Arts. Vocational Education and Training can be provided for students in Years 10 to 12 wishing to attain Certificates 1 or 2.

Our teachers are trained in and use a range of pedagogies, programs and resources to support the specific needs of individual students including:

- Balanced Literacy. A Four Blocks approach to support students to develop emergent and conventional literacy skills through curriculum
- MOVE (Mobility Opportunities Via Education). Our aim for all students with physical impairment is to improve their movement abilities through active involvement in learning activities
- Intensive Interaction, which helps students engage in communication and social opportunities.
- Hydrotherapy, offered in our heated pool to meet the needs of the school population and the extended school community.
- Music Therapy, offered to students to assist with communication, engagement and wellbeing.
- Engine Room, to assist with the development of sensory processing and self-regulation.
- Multisensory Room, for students to engage in multisensory experiences.
- Horticulture, Tuckshop and Catering programs.

School progress towards its goals in 2018

In 2018, our school's explicit improvement agenda focussed on Provide an outline of your improvement priorities/school goals from 2018 focussed around extending our school's Curriculum and Pedagogical offerings, with particular focus on the following priorities:

Explicit Improvement Focus	Key focusses for improvement	Outcomes
Curriculum	<p>Increasing our the learning areas taught from the Australian Curriculum towards full implementation in 2020</p> <p>Increasing the use of the PATH person centred planning approach to inform teaching and learning programs drawn from the Guideline for Individual Learning for students in the Senior Secondary sector</p>	<p>We are now implementing 7 of the 8 Learning Areas of the Australian Curriculum, with a focus to trial AUSLAN in 2019.</p> <p>All students in Year 10 now have PATH plans that inform their QCIA Curriculum Plans (drawn from the GIL). Teaching and learning programs are focussed on student's priority areas from their Curriculum Plan to be taught and assessed over 2 years,</p>

	(end of Year 10, reviewed in Year 11 and 12)	
Pedagogy	Reviewing our school's Pedagogical Framework	Completed professional development with staff and agreed on a focus of Explicit Teaching as the key framework for our school. Professional development completed with staff to celebrate the pedagogical approaches used in our school and collaboratively begun to construct the framework. This work will continue in 2019.
Data informed teaching	Review our school data sets and data wall to better inform curriculum decisions	Reviewed the data sets used in the school and implemented the following sets: <ul style="list-style-type: none"> • Australian Curriculum Achievement Standards • Early Start Literacy and Numeracy • PM Benchmark • Developmental Writing Scale. For 2019 we are continuing to review our data sets to ensure all students can access the assessment tools and demonstrate their knowledge to the best of their ability. We have begun to use the P-12 Literacy Continuum and will continue to extend this in 2019.
Coaching and Feedback	Coaching and Feedback Framework developed and implemented	We developed our framework and identified key coaching times to enable staff to request specific pedagogical coaching aligned to our school's priorities (Balanced Literacy, AAC, Intensive Interaction and general classroom pedagogy). We also began Learning Walks to collect data on how our school is progressing in our key focus areas. <p>For 2019, we will ensure increased staffing time is allocated to enable coaching to be extended to more pedagogical areas and for more staff. We will increase professional development for key staff in coaching and focus on Learning Walks aligned to our Explicit Improvement agendas. Linking our Coaching and Feedback Framework to our Pedagogical Framework is a key aim as well.</p>
Improved reading and writing using Augmentative and Alternative Communication (AAC) and Balanced Literacy approach	Increasing coaching access for staff Increasing the range of resources available for staff and students	We continued to work with Amanda Hartmann as our external AAC coach and had the opportunity to work with Amanda and Assistiveware at the ISAAC conference on the Gold Coast. We also had two students and staff showcased on the Assistiveware website for their use of Proloquo2go. <p>We implemented coaching in Balanced Literacy and increased resourcing to classrooms to support student access.</p> For 2019 we will narrow our focus on the improvement of writing specifically, along with AAC as a pedagogy when we are teaching.

Future outlook

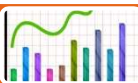
In 2019, our school will continue to focus on the following areas to extend on our successes from 2018. We acknowledge that each of our explicit improvement priorities is underpinned by our school motto "Together We Can" as staff and students work and learn together.



AAC - Everyone carrying and modelling AAC all day



Writing for ALL - All students writing every day. All students improving in their writing.



Data - Staff are using data tools that provide meaningful data about student learning



Coaching and Feedback - Everyone is involved

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	111	116	107
Girls	51	56	52
Boys	60	60	55
Indigenous	17	19	18
Enrolment continuity (Feb. – Nov.)	97%	94%	93%

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 student population is very diverse and presents with a range of learning characteristics and needs. All students have had their educational adjustment needs profiled under Education Queensland guidelines. The major areas of impairment within the student population are intellectual disability and Autism. A majority of the students have additional impairments that might include hearing, visual or physical impairment, or a combination of these. Twenty percent (20%) of students with additional impairments have specialised health needs. Students who attend our school undertake their learning activities through five curriculum programming sectors – Early Childhood Developmental Program (ECDP (students aged 3-5), Early Years (students aged 5-7), Middle Years (students aged 8-11), Junior Secondary (students aged 12-15) and Senior Secondary (students aged 16 and over). The school also provides educational services for students who are inpatients at the Ipswich General Hospital.

Sixteen percent of our student population are in out of home care we take pride in how we work with these students to ensure the best outcomes.

Average class sizes

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

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

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

Ipswich Special School is committed to providing all students with access to the Australian Curriculum (Prep-Year 10) and the Guideline for Individual Learning (Years 11 and 12) are delivered using evidence based pedagogies appropriate for each student. All students in our school have an individual plan that outlines how each student will be taught and assessed (P019 this is in Individual Curriculum Plan, Year 11 and 12 students have a QCIA Curriculum Plan). Our school offers programs for students from 3 years of age in our ECDP to 18 years of age in our Senior School. We also provide education services to students at the Ipswich Hospital.

To engage students in learning, it is important to use pedagogies (ways of teaching) that are engaging so due to the diverse nature of our student population, we use a wide range of pedagogies to support each student to learn the curriculum content. In 2018 we continued to develop the range of pedagogical approaches used in our school to meet student needs. We also continued to refine teaching practices to cater for all students. Our signature pedagogies and teaching practices included:

- A variety of pedagogies to enhance student learning
 - Explicit Instruction
 - Balanced Literacy
 - Intensive Interaction
 - Community Based Learning
 - MOVE (Mobility Opportunities Via Education) for students with physical impairments
 - Real world and hands on pedagogies
 - On-campus and off-campus skill development programs, and external work experience
- Collaborative practices for planning and implementing the Australian Curriculum across year levels P-10
- Collaborative practices for planning and creating innovative programs aligned to student's goals from the Guideline for Individual Learning in Year 11 and 12
- Differentiated teaching and learning in every classroom, for every student.
- Moderation processes in place to ensure consistency of teacher judgments for reporting purposes.

Australian Curriculum Learning Areas implemented in 2018:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- The Arts
- Design and Technology
- Digital Technologies

Senior School Electives available in 2018

- Treasure Zone Thrift Shop
- Pottery and Craft
- Enterprise program
- Grounds Maintenance

- Bike Maintenance
- Leisure and Recreation including community access programs and fishing
- Computer recycling
- HRE
- Art
- Horticulture

Co-curricular activities

Other opportunities for our students include:

- School camp
- Music therapy
- Interschool Sports
- Community based pedagogies and travel training
- TRUE relationships education
- Life Education with Harold
- Spring Concert.

How information and communication technologies are used to assist learning

Information and Communication Technologies improve student access to learning programs, some systems of communication and life options. Student learning in our school is enhanced through direct use of ICTs by students and by the use of adaptive technology to support student access. The school's ICT Committee manages, monitors and identifies priorities and recommends actions regarding the use of ICTs.

IPads are an embedded resource in our school for the delivery of communication and learning programs and to motivate engagement.

All classrooms are equipped with Interactive Whiteboards or Interactive TVs and these support student learning.

We also have a range of disability specific technology such as:

- Eye gaze technology
- Switch access to enable student participation in a range of activities
- Augmentative and alternative communication (AAC) high and low tech devices.

Social climate

Overview

Ipswich Special School boasts a very supportive, positive school community. Staff members provide an excellent service to parents, carers, students and external stakeholders.

We are fortunate to have a school chaplain who supports our students and staff through a variety of programs. The Chaplain provides non-religion based wellbeing support for students in the school and also supports the school to access very important supports such as our breakfast club and donations of fruit and healthy food to support our students to develop healthy eating habits.

Our school implements a Positive Behaviour for Learning (PBL) approach for supporting students to develop their skills to follow our school rules of being a Safe, Respectful Learner. All students in the school access the Tier 1 of PBL where they are rewarded for their positive engagement in the school (being a safe, respectful learner) and students are proactively taught appropriate behaviours for school. For some students in our school, we implement a Tier 2 process where teachers work together to develop specific programs to support the student to develop their appropriate behaviours. Some other students in our school access Tier 3 supports which are highly specialised programs where students have explicit and individualised behaviour support plans that are implemented throughout the school. All staff teach students the social and behavioural skills necessary for students to participate effectively in society. The partnership between parents/carers and the school is essential to the ongoing development of these skills.

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)	89%	92%	86%
• this is a good school (S2035)	100%	92%	100%
• their child likes being at this school* (S2001)	100%	100%	88%
• their child feels safe at this school* (S2002)	95%	92%	100%
• their child's learning needs are being met at this school* (S2003)	89%	77%	75%
• their child is making good progress at this school* (S2004)	89%	85%	75%
• teachers at this school expect their child to do his or her best* (S2005)	95%	92%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	86%
• teachers at this school motivate their child to learn* (S2007)	95%	92%	88%
• teachers at this school treat students fairly* (S2008)	95%	85%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	85%	100%
• this school works with them to support their child's learning* (S2010)	95%	92%	88%
• this school takes parents' opinions seriously* (S2011)	100%	85%	88%
• student behaviour is well managed at this school* (S2012)	95%	77%	63%
• this school looks for ways to improve* (S2013)	95%	83%	88%
• this school is well maintained* (S2014)	100%	100%	75%

* 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)	86%	97%	78%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	69%
• they receive useful feedback about their work at their school (S2071)	79%	89%	64%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	86%
• students are encouraged to do their best at their school (S2072)	91%	93%	88%
• students are treated fairly at their school (S2073)	91%	96%	79%
• student behaviour is well managed at their school (S2074)	76%	70%	60%
• staff are well supported at their school (S2075)	75%	83%	59%
• their school takes staff opinions seriously (S2076)	73%	86%	55%
• their school looks for ways to improve (S2077)	85%	93%	71%
• their school is well maintained (S2078)	75%	90%	56%
• their school gives them opportunities to do interesting things (S2079)	81%	89%	64%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Our school believes in the use of consultation processes to work with parents, carers and stakeholders when making decisions about adjustments to assist students with diverse needs to access and participate fully at school. There are a number of key activities and processes where parents/carers participated in decision making and were communicated with in regard to the school and their sons'/daughters' education.

Some examples are:

Parent/Carer Information sessions

These evenings were held in March with an afternoon or evening set aside for each section of the school (Early years, Middle Years, Junior Secondary and Senior Secondary). These activities focused on curriculum/learning programs in each area of the school and positive behaviour support approaches.

The program for parents/carers in the senior school also focused on post school options and transition from school to post school life.

Individual Curriculum Planning Process

The Individual Curriculum Plan (ICP) process focused on setting agreed student goals over a six month period. In 2018 ICP and Senior Education Plan meetings were held in March/April and September/October.

Transition to Post School Life

Transition from school to post school options (employment, post school options or TAFE) present as a challenging time for parents/carers, their sons/daughters and school staff. Each class teacher working in the senior school has taken responsibility for assisting parents and carers to prepare for their child's post school future. We also continued the partnership with Focal Extended to ensure that other agencies were introduced to parents as they prepared to support their child in their transition from school.

Parents are invited to contribute to school direction and give guidance through the P&C, by meeting with the class teachers and responding to items in the fortnightly school newsletter. The website was also a very successful way of engaging with some parents.

The school continued the use of QSchools as a means of keeping parents up to date with school activities and introduced Facebook to improve parent involvement.

PATH

A person centred planning process where students and their team (parents, carers and other stakeholders) support them to create a vision for their future and identify goals and resources they will need to get there. PATHs are most commonly created when students are finishing Year 10 and about to begin Senior Secondary, but also at the end of Year 12 as they are looking towards their future beyond school.

MyTime

Through a partnership with Playgroups Queensland, we introduced MyTime sessions for the parents and carers of our school, but also from outside of the school, to come together for the purpose of support, connection and learning information necessary to support their roles as carers and parents of people with disabilities. Sessions go for 3 hours a fortnight and have guest speakers attend, social outings, or wellbeing activities, followed by lunch and social engagement. We have one of our parents employed to facilitate the program, as well as a Play Helper to support parents to bring along their young children.

Respectful relationships education programs

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

As part of the implementation of the Australian Curriculum: Health, our school runs a Human Relationships Education course for students in Junior Secondary and Senior Secondary and have supplemented that program by working with TRUE Relationships to provide more focussed support. We teach students in the younger years (Early and Middle Years) about their bodies and relationships through Health units of work. We also engage in the Daniel Morcombe curriculum and annually access programs such as Healthy Harold through the Life Education program.

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	2	9	9
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

The school maintained arrangements for storing water and saving on electricity with the use of solar panels. Equipment needing to be replaced was considered in regard to energy use.

Our Senior Secondary students are also supporting the environment through a Computer Recycling program and shredding programs to use our paper waste as mulch for our gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	322,077	311,048	301,047
Water (kL)	112	1,321	1,388

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.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search input field containing the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search field are three dropdown menus: 'School sector', 'School type', and 'State', each with a downward arrow icon.

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	47	62	<5
Full-time equivalents	39	38	<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	0
Masters	8
Graduate Diploma etc.*	9
Bachelor degree	28
Diploma	2
Certificate	0

*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 \$33,417.

The major professional development initiatives are as follows:

- STEM Cluster
- Alternate Pencils
- First Aid – Midazolam & Epilepsy

- True Training
- Age appropriate pedagogies
- Amanda Hartmann
- Positive Behaviour for Learning
- ISAAC Conference
- QASEL Conference
- Voice Off AUSLAN weekend
- Beginning Teachers Conference.

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.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

In 2018, none of our students completed the NAPLAN testing and as such, our school committed to collect formative assessment data to support our diagnostic assessment of student's skills and areas of need. The data sets we were using were reviewed in Semester 2 and staff voted to use the following data sets because of their alignment to the Australian Curriculum:

- Early Start Literacy
- Early Start Numeracy
- PM Benchmark online
- Communication Matrix
- Developmental Writing Scale
- P-12 Literacy Continuum.

In 2019 we are continuing to review our whole school data wall (Prep to year 12) and move from a static data wall, to a digital one. The digital wall will indicate student achievement and be an interactive visual representation of how students have developed their knowledge over time. Teachers individually and the staff as a whole will use the wall to discuss individual student results, as well as whole school data, and use the data to inform future teaching and learning.

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	88%	85%	83%
Attendance rate for Indigenous** students at this school	96%	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	83%	73%	54%
Year 1	87%	85%	78%
Year 2	87%	84%	77%
Year 3	77%	91%	86%
Year 4	77%	71%	77%
Year 5	89%	71%	71%
Year 6	94%	81%	89%

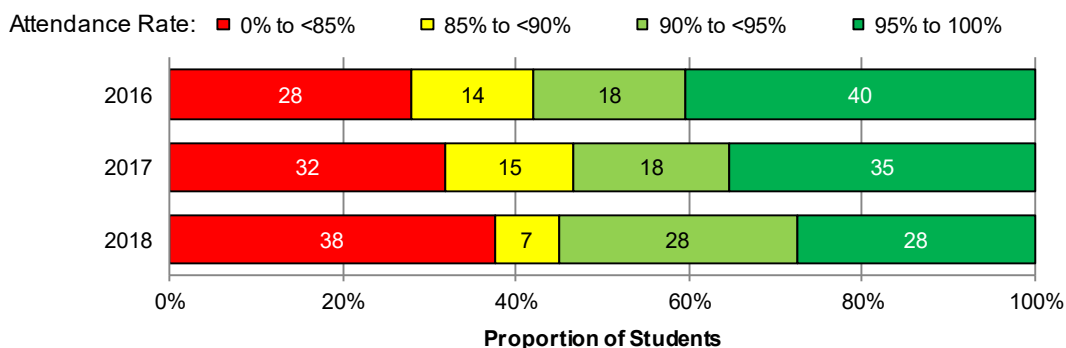
Year level	2016	2017	2018
Year 7	90%	94%	91%
Year 8	93%	91%	86%
Year 9	90%	90%	88%
Year 10	94%	88%	86%
Year 11	92%	93%	93%
Year 12	86%	88%	90%

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.

Our school Student Absence Policy for the management of attendance is in line with the Department's policy and includes further detail:

- All teachers (permanent, contract and temporary) are responsible for marking the roll on Oneschool twice daily at 9:30am and 1:30pm. For temporary teachers who do not have access to Oneschool (relief staff), they must call the office to provide information for the rolls to be marked at the specified times
- In the event of emergency, all classes have access to paper hard copy rolls to ensure they can keep accurate records
- If students are absent without explanation, administration staff will follow up with parents before 10.30am to determine if there is a reason for absence

- Unexplained absences for a period longer than 3 days are followed up individually by members of the Administration team in accordance with Departmental policy. This excludes students in care who are followed up on the same day.

NAPLAN

In 2018 we did not have any students participate in the NAPLAN assessments.

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.

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

4. Click on 'NAPLAN' to access the school NAPLAN information.

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	16	13	10
Number of students awarded a QCIA	15	13	10
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%		0%

Description	2016	2017	2018
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		0%
Number of students awarded one or more VET qualifications (including SAT)	5	4	4
Number of students awarded a VET Certificate II or above	0	3	1
Number of students who were completing/continuing a SAT	5	3	1
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	31%	31%	40%
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 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	4	4	4
Certificate II	0	3	1
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).

Students who received a VET qualification in 2018 studied either a Certificate I in Active Volunteering, or a Certificate I in Accessing Vocational Pathways.

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		240%	222%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			200%

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.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who may be leaving school early, although there were no students who elected to leave early in 2018. If necessary, our Principal, Deputy Principal, Head of Curriculum or Guidance Officer would liaise with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment which is generally a service funded through the NDIS.

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.ipswichspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx> [