



Ipswich Special School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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School overview

Ipswich Special School strives for excellence in education by providing a supportive, focused learning environment in which all students may achieve their potential and 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". 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
- Intensive Interaction, which helps students engage in communication and social opportunities.
- 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.
- Hydrotherapy, offered in our heated pool to meet the needs of the school population and the community
- Music Therapy, offered to students to assist with communication, engagement and wellbeing.

School progress towards its goals in 2019

In 2019, our school's explicit improvement agenda focused on four areas detailed below.

Augmentative and Alternative Communication (AAC) - Everyone carrying and modelling AAC all day. Actions toward this goal included increased professional learning around communication data sets, ensuring each student had access to and was able to use a chosen communication system. As a result, there has been an increase in total communication across the school with a new mindset evident in teachers.

Writing for all- All students writing every day. Our actions toward this goal have included comprehensive pencil support for all students, Professional learning for the teaching of writing structured into the timetable. Students staff and families are seeing the improvement in writing take off.

Data- Using tools that provide meaningful data about student learning. Our actions to develop and implement data sets has been successful with teachers having gained a shared understanding of how to clearly identify and articulate next steps in learning

Coaching and Feedback- Everyone is involved. This year the school created greater alignment between the pedagogical and professional learning framework. Teachers professional learning goals included pedagogical improvement through collegial learning such as direct coaching, learning walks and watching others work.

Ipswich Special School Explicit Improvement Agenda 2019

School Motto: Together we can!

AAC - Everyone carrying and modelling AAC all day



- Why? Research shows that staff modelling AAC increases student outcomes with communication, and not all students at our school have a functional communication system.
- Actions: Review communication data sets, increase student's access to AAC, increase staff and student use of AAC, increase access to Literacy and Communication resources.

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



- Why? Not all students are improving in their writing skills.
- Actions: Implement the Literacy Continuum to collect data for all students, finalise the Pencil Support Provision data capture so all student's have an identified pencil, SFD Professional Learning with Master Teacher, Balanced Literacy and Writing coaching role, Occupational Therapists coaching writing process.

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



- Why? Our current data tools are challenge for some students to use, data tools are not giving a meaningful next step information.
- Actions: Review and implement the Literacy Continuum and communication data set, maintain Achievement Standard data, set Literacy goals for all students and review ICP structure.

Coaching and Feedback - Everyone is involved



- Why? Coaching framework is not fully embedded and not all staff are engaging in coaching and feedback cycles.
- Actions: Align Pedagogical Framework to the Coaching and Feedback Framework, Coaching roles created aligned to pedagogies, coaching training - Jim Knight's Impact Cycle

Future outlook

In 2020, our school will continue to focus on the following areas to extend our successes from 2019. This will be a narrowing toward AAC and Writing for all. We acknowledge that each of our explicit improvement priorities is underpinned by our school motto "Together we can!" as staff and student work and learn together.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Early Childhood - Year 12

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).

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.

In 2019, there were four students enrolled in a pre-Prep program.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	116	107	89
Girls	56	52	43
Boys	60	55	46
Indigenous	19	18	16
Enrolment continuity (Feb. – Nov.)	94%	93%	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.

Curriculum implementation

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 (P-10 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.

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 2019 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 2019:
 - · English
 - · Mathematics
 - · Science
 - · Humanities and Social Sciences
 - · Health and Physical Education
 - · The Arts
 - · Design and Technology
 - · Digital Technologies
- Senior School Electives available in 2019
 - · 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

Extra-curricular activities

Other opportunities for our students include:

- School camp
- Music therapy
- Interschool Sports
- Community based pedagogies and travel training
- Spring Concert.
- Outside School Hours Care

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	92%	86%	90%
• this is a good school (S2035)	92%	100%	78%
• their child likes being at this school* (S2001)	100%	88%	100%
• their child feels safe at this school* (S2002)	92%	100%	100%
• their child's learning needs are being met at this school* (S2003)	77%	75%	80%
• their child is making good progress at this school* (S2004)	85%	75%	90%
• teachers at this school expect their child to do his or her best* (S2005)	92%	88%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	86%	90%
• teachers at this school motivate their child to learn* (S2007)	92%	88%	90%
• teachers at this school treat students fairly* (S2008)	85%	75%	78%
• they can talk to their child's teachers about their concerns* (S2009)	85%	100%	90%
• this school works with them to support their child's learning* (S2010)	92%	88%	80%
• this school takes parents' opinions seriously* (S2011)	85%	88%	70%
• student behaviour is well managed at this school* (S2012)	77%	63%	60%
• this school looks for ways to improve* (S2013)	83%	88%	78%
• this school is well maintained* (S2014)	100%	75%	70%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
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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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	78%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	69%	88%
• they receive useful feedback about their work at their school (S2071)	89%	64%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	93%
• students are encouraged to do their best at their school (S2072)	93%	88%	96%
• students are treated fairly at their school (S2073)	96%	79%	92%
• student behaviour is well managed at their school (S2074)	70%	60%	78%
• staff are well supported at their school (S2075)	83%	59%	74%
• their school takes staff opinions seriously (S2076)	86%	55%	65%
• their school looks for ways to improve (S2077)	93%	71%	86%
• their school is well maintained (S2078)	90%	56%	79%
• their school gives them opportunities to do interesting things (S2079)	89%	64%	84%

* 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 2019 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.

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.

Parents are also 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. In addition, the school Facebook page, designed to improve parent involvement, has shown to be successful with many parents carers and community members following the page

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	9	9	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	1
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

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	2016–2017	2017–2018	2018–2019
Electricity (kWh)	311,048	301,047	309,435
Water (kL)	1,321	1,388	1,247

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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 a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus: 'School sector', 'School type', and 'State'. A magnifying glass icon is on the far right.

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



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



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	42	58	<5
Full-time equivalents	36	34	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total fund expended on teacher professional development in 2019 were \$36,000

The major professional development initiatives are as follows:

- Managing Behaviours using FBA
- Berry Street Model Education
- Cortical Vision Impairment Training
- Voice Off – AUSLAN
- QASELcon
- Beginning Teachers Workshops

- Supporting Student with Complex Needs – Teacher Aide PD
- AAC Training Day with SLP

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

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 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Special schools was 86%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	85%	83%	81%
Attendance rate for Indigenous** students at this school	84%	87%	82%

* 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	2017	2018	2019
Prep	73%	54%	87%
Year 1	85%	78%	55%
Year 2	84%	77%	70%
Year 3	91%	86%	86%
Year 4	71%	77%	84%
Year 5	71%	71%	81%
Year 6	81%	89%	69%

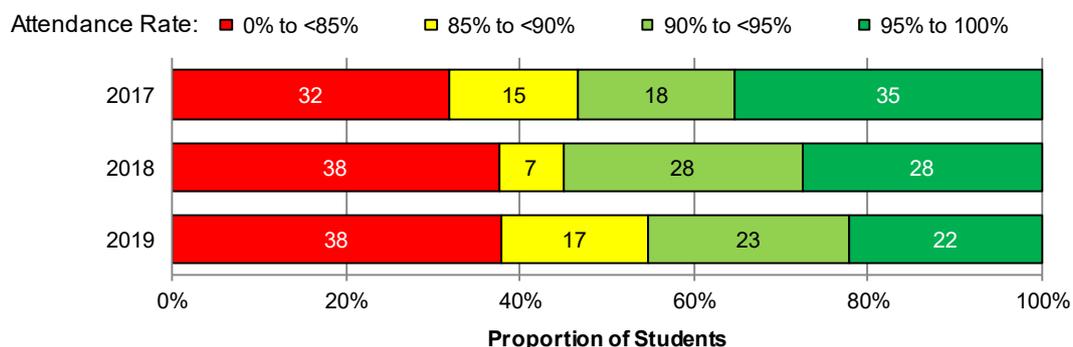
Year level	2017	2018	2019
Year 7	94%	91%	84%
Year 8	91%	86%	89%
Year 9	90%	88%	84%
Year 10	88%	86%	88%
Year 11	93%	93%	92%
Year 12	88%	90%	87%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb School sector School type State

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

View School Profile

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

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

Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	13	10	6
Number of students awarded a QCIA	13	10	6
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%
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 SbAT)	4	4	5
Number of students awarded a VET Certificate II or above	3	1	0
Number of students who were completing/continuing a SbAT	3	1	2
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 SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	31%	40%	83%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 05 February 2020
 - 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	2017	2018	2019
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 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	4	4	4
Certificate II	3	1	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	240%	222%	240%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		200%	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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises 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.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://ipswichspecs.eq.edu.au>.