



Hervey Bay Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Hervey Bay Special School is a school that values the unique characteristics of all members of the school community. Our students have a range of learning needs that are met through individualised learning programs developed through collaboration and co-operation with all stakeholders and implemented by specialist staff with high levels of knowledge, skills and experience. Programs developed from the Australian Curriculum are 'student focussed' and reflect the aim of developing independent, capable and productive citizens. Our school has implemented a number of innovative practices in the past and won regional and national awards for initiatives such as our Multi-Sensory Environment, Virtual Literature, Neuro-feedback and the Health-Education Interface community. Technology is utilised to enhance student access to the curriculum and all students have ready access to technology through Interactive Whiteboards and TVs, computers and a range of adaptive technologies including switches and touch screens. State Schooling is committed to delivering a first class education to Queenslanders and Hervey Bay Special School is an important part of that vision. Our school motto is "Meeting individual needs" which informs us of the intention and purpose of this school. Additionally, our school is focused on working together collaboratively as one unit in ensuring that our collective planning, our professionalism and our partnerships with our community partners benefits and meets the needs of our students' educational, social, physical and spiritual needs.

In early 2016, we developed our School Vision and Values Charter Statements which exemplify our Purpose and what we value as essential in achieving this Purpose:

VISION STATEMENT	VALUES CHARTER
The Hervey Bay Special School community is a team of passionate, skilled, highly qualified and experienced professionals.	The staff of Hervey Bay Special School value integrity, honesty and respect in our personal and professional actions and decisions.
We are committed to delivering the best possible learning outcomes for our students by creating resilient, confident and independent learners.	We take pride in our profession and we are committed to delivering our vision to enhance educational and social opportunity for our students.
Our school community celebrates diversity and promotes acceptance, respect and individuality. All students are supported and encouraged to explore individual pathways for lifelong learning and active citizenship in their journeys beyond school.	We will create a positive culture that is supportive of individual difference, skills and talents.
In partnership and collaboration with our parents, carers and wider community we put ability before disability and see not limits on potential.	We value open communication, the pursuit of common goals and effective collaboration with all stakeholders.
	We encourage and empower each other in developing and achieving personal and professional goals.

Principal's Foreword

Welcome to our School Annual Report for 2016 which was a very busy, highly productive and very successful year for our school community. Whilst this was the year where we had 15 students graduate, we also witnessed significant enrolment growth (12%) throughout the year. This was also the year in which our school was supported by the School Improvement Unit (from the Priority School Review 2015). In 2016, our explicit improvement agenda "Culture and Data" focused our collective efforts on improving student and school performance data. In early 2016, the school designed its Vision and Values Statements clarifying our purpose and what we valued as a school community. This was an essential step that harnessed the collective good spirit and determination in our school community to be a better school for our families and staff. The school leadership team developed specific roles and responsibilities, performance development plans, performance targets and strategies to achieving a range of goals. Teachers also developed performance development plans in consultation with peers and school leaders strengthening our Vision and Values Charter. Our successes this year were founded on building school and staff capabilities and capacity for change, improvement, clear and better communication processes, specific professional development and positive and productive partnerships with a wide range of businesses, service organisations and local schools. These measures have ensured that Hervey Bay Special School would continue to meet the individual needs of students and be well positioned for future years to manage growth and the associated complexity and challenges.

Introduction

The following table outlines in summary the goals and levels of progress of the 2016 Annual Improvement Plan:

Explicit Improvement Agenda: 2016: "Culture and Data"

Improvement Priority Area 1: PBL (POSITIVE BEHAVIOUR FOR LEARNING)

Strategy: Encouraging positive behaviour for lifelong learning, community engagement and maintaining successful and safe relationships	
Actions	Outcome Statements
School Responsible Behaviour Plan agreed by school community	Plan developed and agreed by school community members
Staff Roles and Responsibilities clarified throughout the school community	Staff Roles and Responsibilities Statement developed collaboratively clearly aligning staff actions with school's Explicit Improvement Agenda
School's Positive Behaviour for Learning Team established and focusing on embedding School Responsible Behaviour Plan throughout the school	The Focus Improvement Group (FIG) for Positive Behaviour for Learning (PBL) was established with a team leader partnering the North Coast Regional Behaviour Team and providing strong leadership with school staff
Results from Schoolwide Evaluation Tool (SET) fed back to all staff. Recommendations from SET documented are to be embedded into School Planning documents	The Positive Behaviour for Learning (PBL) team has utilised data from the Schoolwide Evaluation Tool (SET) to maximise student outcomes and develop our vision of a data literate school

Appropriate training accessed across the school year for all staff in PBL	Team Teach training (focus on preventative strategies) was provided for all staff. Importantly, all staff have been skilled in inputting behavioural data onto our One School portal
One School behaviour data utilised by PBL team and school to make informed decisions	The PBL Team made several recommendations from the school behavioural data. Our school rules “Be Safe, Be Respectful, Be a Learner” are visible throughout the school in large character posters increasing community understanding of our rules
Student Behaviour Skill Schedule for 2016 established and embedded across school	Behaviour Schedule developed by the PBL Team and communicated throughout school to staff and students. Teachers ensure that the lessons from the schedule are taught on a weekly basis
Visuals and behaviour artefacts strategically positioned across the school and in classrooms	The PBL Team ensured that highly visual school rules were displayed in optimum locations throughout the school. Student behaviour data was displayed in school office area and students were regularly acknowledged at weekly school assemblies with “Star of the Week” Awards and “Gotcha Awards”
School’s PBL Action Plan 2016 developed and implemented	The team leader of the PBL Team led successful development and implementation of the action plan

Improvement Priority 2: CURRICULUM

Strategy: To deliver a highly individualised curriculum which caters for diverse learners and that promotes success.	
Actions	Outcome Statements
Establish the Curriculum Focus group	Focus Improvement Group (FIG) established early in 2016 and lead by school’s Head of Curriculum
Develop the Whole School Assessment Schedule	Whole School Assessment Schedule implemented through the Curriculum FIG team. Schedule places emphasis on specific assessment tools in Terms One, Three and Four in the yearly cycle
Embed the School’s Pedagogical Framework and align to School Three Focus areas of Explicit Improvement Agenda	Led by the school’s Head of Curriculum early in the year, teachers participated in a collaborative process and derived that the ‘Dimensions of Teaching and Learning’ pedagogical framework would best achieve curriculum planning, delivery and assessment for students of our school.
Develop capability of staff through SECC (Special Education Curriculum Cluster) membership through targeted projects	School’s Head of Curriculum, Master Teacher and several class teachers participated in SECC Annual Conference and project targeting students whose needs are best met in the General Capabilities framework of the Australian Curriculum
Build capacity of school to deliver the Australian Curriculum focusing on CONTENT (What to Teach) through One Note	School’s Head of Curriculum developed the school’s “HUB”. This HUB which contains all relevant matters in relation to curriculum, assessment and reporting that is planned, delivered and assessed by our school, is accessible by all staff. The Head of Curriculum ensures that this site is updated regularly and that staff are informed of additions and deletions

<p>Student Planning Tools (Individual Support Plans, Senior Education Transition plans, Promoting Alternatives Tomorrows with Hope) target specific areas for student improvement</p>	<p>There was a concerted effort by the school that all student planning tools would align to the school's explicit improvement agenda for 2016- "Culture and Data". 2016 School Opinion Survey data confirmed that this strategy was highly successful in improving student and school performance data</p>
<p>Improve staff performance in delivery of maths with mentoring by Master Teacher</p>	<p>The Master Teacher Maths Project sharpened our focus on specific individual student skills and understandings of maths concepts. The school should now project forward with upskilling teachers through a 'Coaching Model' in 2017 focused on capacity building and data collection and analysis through an Enquiry Based Model of our school maths plan</p>
<p>Develop staff performance in delivery of Literacy Programs with mentoring by Master Teacher</p>	<p>Though our Master Teacher focused on the goals of our Maths Project for 2016, she adopted the role of our second part-time Head of Curriculum and collaboratively planned our school curriculum with the school's fulltime Head of Curriculum. Together and as part of the school's Leadership Team, significant progress was achieved with Literacy Programs and data collection and analysis</p>
<p>Explore the Four Blocks to Literacy Framework with view of implementation throughout the school in 2017</p>	<p>Our fulltime Head of Curriculum has positioned our school to implement the Four Blocks to Literacy in 2017 by (a) confirmation of professional development with key instructor for 2017 and (b) collation and distribution of essential information on the Four Blocks to Literacy Framework for teacher preparedness</p>
<p>Engage expertise of Speech Language Pathologist to mentor teachers in application of Augmentative and Alternative Communication Systems</p>	<p>By mid-2016, our school's Speech Language Pathologist had successfully developed in collaboration with key stakeholders our Speech Language Communication Framework. Through one on one consultation, our Speech Language Pathologist identified and implemented specific and individualised support strategies in building of teachers' skills, understanding and capabilities in progression of our Speech Language Communication Framework. Additionally, whole of staff professional development throughout the year ensured that the Framework would affect significant changes and improvements of student outcomes</p>
<p>Continue school focus of Intensive Interaction for Extended General Capabilities</p>	<p>Intensive Interaction as a pedagogical practice is highly effective for some students who access the curriculum at the Extended General Capabilities levels. Further focussing activities are required to be implemented in 2017 as the school develops higher levels of knowledge and understanding of how the school can improve student outcomes for those students. In addition, our school should seek to develop more positive and productive partnerships with local Special Schools</p>

Improvement Priority 3: STAFF EXPERTISE

Strategy: To develop school's professional, human, social and decisional capital	
Actions	Outcome Statements
Establish school Explicit Improvement goals from Priority School Review of Nov 2015	Our school community was informed in early 2016 of the content, implications, commendations and recommendations of the School Priority Review conducted in October 2015. From this, the school community have understood the need to pursue an Explicit Improvement Agenda closely aligned to the Priority School Review. Hence, in 2016 "Culture and Data" was our Explicit Improvement Agenda. The school community also understood that support from the School Improvement Unit would enable the school to achieve success with the Agenda
Establish school structure with Admin, Leadership and Juncture Teams enabling capacity of decision making, shared leadership and collaborative culture to permeate	With the School Structure clearly established in early 2016, a concerted effort and high level of resources were deployed in building of the school's decision, social and professional capital
Whole School Professional Development plan developed in alignment with School's Three Explicit Improvement areas	With our Explicit Improvement Agenda ("Culture and Data"), improvement priorities (Positive Behaviour for Learning, Curriculum and Staff Expertise) and our Annual Improvement Plan established, the focus of creating alignment of these plans/processes with an overall Professional Development Plan became evident and clearer as the year unfolded. Responses by the staff through 2016 School Opinion Survey confirmed that an alignment was evident and well positioned the school for 2017
School's Curriculum and PBL Teams focus on School's Three Explicit Improvement areas and feedback to whole staff through staff meeting, Juncture and Leadership forums	Ensuring that the school community remained focused, aware and active on our three improvement areas (Positive Behaviour for Learning, Curriculum and Staff Expertise) was successfully achieved in 2016 evident through regular meetings per term, high level of staff input and by formalised feedback to whole staff by the Focus Improvement Group (FIG) team leaders
Staff Personal Performance Development Plans developed in alignment with School's Three Explicit Improvement areas	Leadership development remained a focus throughout 2016. Hence, the School Leadership team case managed the development of teachers' Professional Development Plans with the focus of alignment of these plans with the school's Explicit Improvement Agenda and three areas for improvement
Develop a rich and positive Culture of Reflective Feedback (through Classroom Profiling and Peer Coaching) that informs and improves school capacity for change and continual improvement	The sustained focus on "Culture and Data" achieved the goal of developing a culture of 'trust'. This was confirmed through the staff responses of the 2016 School Opinion Survey. This has strongly positioned our school to implement a range of reflective and feedback processes on enhancing staff performance for 2017

<p>Productive partnerships and alliances in community developed (e.g. schools, government and non-government agencies) and aligned to School's Three Explicit Improvement areas</p>	<p>Whilst membership of SECC (Special Education Curriculum Cluster) provided positive forward momentum in curriculum development, 2017 should be dedicated to strengthening partnerships with both Maryborough and Bundaberg Special Schools</p>
<p>Develop expertise of Senior Secondary staff by creating innovative partnerships with post school service providers resulting in post school pathways for students in Senior Secondary Schooling</p>	<p>Major progress was achieved by the Senior Secondary Juncture of our school with the student work experience programs. This highlighted the need for our school to position a Work Experience/Transition Officer role for 2017 and beyond</p>
<p>Build professional relationships with other schools on curriculum and Positive Behaviour for Learning exploring strategies that maximise capacity building opportunities for all staff</p>	<p>In 2016 the Regional Positive Behaviour for Learning coach played a critical role in supporting our school, particularly focusing on student behavioural data and understanding the implications from the data. Whilst this will continue in 2017, it is envisaged that partnerships with both Maryborough and Bundaberg Special Schools will extend and strengthen our discussions on improving student outcomes through an engaging and motivating curriculum</p>
<p>Develop staff expertise in collating and utilising data through OneSchool to make informed decisions on student achievement levels, guide to making judgements, moderation, student reports</p>	<p>In school training on collection and analysis of student performance data was ongoing throughout 2016. Our goal of developing a 'Data Literate School' was a journey as teachers built their skills and capabilities. Vignettes developed by our staff demonstrated what a data discussion could look like. Our school Data Manager was tasked with the goal of building teachers' skills in uploading student achievement levels onto our One School platform that would enable clear tracking and monitoring of student progress towards their individual goals</p>

Future Outlook for 2017:

Explicit Improvement Agenda- “Reading and Data”

Our Strategy- “Great Staff, Great Data, Great Decisions”

School Improvement Priorities 2017

Improvement Priority 1: PBL (POSITIVE BEHAVIOUR FOR LEARNING)

Goal: Encouraging positive behaviour for lifelong learning, community engagement and maintaining successful and safe relationships.

Note: NSIT (National School Improvement Tool)

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
1. School Responsible Behaviour Plan 2017 updated and agreed upon through school community NSIT: School Community Partnerships	100% approval	24 February 2017	Key teacher, Principal, NCR PBL Coach
2. School behaviour matrix shared and agreed upon by staff NSIT: Effective Pedagogical Practices	SOS data	24 February 2017	Key teacher, Principal
3. SET updated to reflect the Benchmarks of Quality (BOQ) data and documented in Action Plan NSIT: Analysis and Discussion of Data	SOS data	24 February 2017	Key teacher, Principal, NCR PBL Coach
4. Routines/Behaviours/Expectations displayed in main areas of school NSIT: Effective Pedagogical Practices	SOS data	Term 1 2017	Key teacher, Principal
5. PBL curriculum lessons developed according to data (Term by term) NSIT: Analysis and Discussion of Data Effective Pedagogical Practices	SOS data	Ongoing	PBL Focus Improvement Team
6. Induction in place for new staff about school expectations/matrix NSIT: Expert Teaching Team	100% New staff	Ongoing	Shellie, Reno
7. Adoption of School Passport incentive scheme with all F-3 students and adapted for students accessing General Capabilities of Australian Curriculum NSIT: Differentiated Teaching and Learning	100% F-3 and students accessing GC	Ongoing	PBL Focus Improvement Team
8. Clarification on referral process for minor and major behaviours NSIT: Effective Pedagogical Practices	SOS data	24 February 2017	PBL Focus Improvement Team

9. Clarification/definitions about behaviour categories on One School NSIT: Effective Pedagogical Practices, Expert Teaching Team	SOS data	24 February 2017	PBL Focus Improvement Team
10. Ensure all staff skilled in entering data onto One School NSIT: Expert Teaching Team	100% staff	End Term 1	Key teacher, Principal
11. Responsible behaviour around internet usage. Formalised lesson plan through PBL schedule. Links into the ICT assessments NSIT: Analysis and Discussion of Data Effective Pedagogical Practices	100% students	End Term 1	PBL and ICT teams collaborate
12. Consistent use of symbols across the school support behaviours consistent with school rules NSIT: Effective Pedagogical Practices	100% students	Ongoing	PBL team, Guidance officer,
13. ALS topic board to be created and to accompany activities during break times to facilitate positive interactions and inclusion NSIT: Effective Pedagogical Practices	100% students	Term 4	Tamara

Improvement Priority 2: CURRICULUM

Goal: To deliver a highly individualised curriculum which caters for diverse learners and that promotes success.

Note: NSIT (National School Improvement Tool)

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
1. To implement the Four Blocks to Literacy and Writing across the whole school. NSIT: Explicit Improvement Agenda A Culture that Learning	100% of students will participate in 4 Blocks	Training and implementation term 1	Head of Curriculum Class Teachers Teacher Aides
2. Develop teacher and Teacher Aide capacity in using AAC. (PODD, Proloquo2Go etc.) NSIT: Expert Teaching Team	100% staff	Ongoing	Speech language pathologist
3. Implement Numeracy 1a for students accessing Australian Curriculum at General Capabilities 1c and 1d levels NSIT: Systematic Curriculum Delivery	100% of students working 1c 1d	Implement in term 1	Teachers
4. Sharp and narrow focus on students working at Extended General Capabilities 1a-1d NSIT: Systematic Curriculum Delivery Expert Teaching Team	100% of teachers	By end term 4	Head of Curriculum, Speech language pathologist

5. Enable Junctures to determine appropriate websites/apps with iPads that enhance and maximise student learning NSIT: Differentiated Teaching and Learning	100% of teachers	End Term 1	Juncture leaders,
6. Implement 'Clickview' to extend curriculum options and strategies across the school NSIT: Differentiated Teaching and Learning	100% of teachers	End Term 2	Juncture leaders,
7. PODD to be applied across whole of school to develop students' linguistic and social competencies on expressive oral language skills for literacy NSIT: Differentiated Teaching and Learning Expert Teaching Team	100% of teachers	End Term 2	Speech language pathologist
8. Utilise tobi eye gaze technology with students identified with physical and multisensory impairments NSIT: Systematic Curriculum Delivery Expert Teaching Team	Identified students	Ongoing	Speech language pathologist
9. Explicit application of ICT eg. Clicker 7 for alternative To writing or ALS static topic boards to support vocab/discussion around text or apps to facilitate fine motor skills for handwriting NSIT: Effective Pedagogical Practices	Identified students	Ongoing	Speech language pathologist

Improvement Priority 3: STAFF EXPERTISE

Goal: To develop school's professional, human, social and decisional capital.

Note: NSIT (National School Improvement Tool)

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
1. Develop a rich and positive Culture of Reflective Feedback (through Classroom Profiling and Peer Coaching) that informs and improves school capacity for change and continual improvement NSIT: Expert Teaching Team	Quality teaching	Ongoing	Head of Curriculum, Key teacher
2. Building the capability of every teacher and leader to be an expert in the teaching of reading -Four Blocks to Literacy implementation in 2017 NSIT: Explicit Improvement Agenda	Reading skills	2017	Head of Curriculum, Key teacher
3. Develop staff expertise in collating and utilising data through One School to make informed decisions on student achievement levels, guide to making judgements, moderation, student reports NSIT: Expert Teaching Team Analysis and Discussion of Data	Use of data to make informed decisions	Ongoing	Head of Curriculum, Key teacher

<p>4. Develop expertise of Senior Secondary staff by creating innovative partnerships with post school service providers resulting in post school pathways for students in Senior Secondary Schooling</p> <p>NSIT: Expert Teaching Team School Community Partnerships</p>	<p>Productive partnerships</p>	<p>Ongoing</p>	<p>Senior Secondary Juncture</p>
<p>5. Whole School Professional Development plan developed in alignment with School's Three Explicit Improvement areas</p> <p>NSIT: Expert Teaching Team A Culture that Promotes Learning</p>	<p>Enskilling and empowering of all staff</p>	<p>Week 5, Term 1</p>	<p>School Leadership Team</p>
<p>6. Staff Personal Performance Development Plans developed in alignment with School's Three Explicit Improvement areas. Use Performance Targets to sharpen alignment to our AIP 2017</p> <p>NSIT: Expert Teaching Team</p>	<p>Culture of clear vision and purpose</p>	<p>End Term 2, 2017</p>	<p>School Admin Team</p>
<p>7. Upskilling of all staff in application of software</p> <p>NSIT: Expert Teaching Team</p>	<p>Enskilling and empowering of all staff</p>	<p>Ongoing- 'Café style' sessions</p>	<p>Speech language pathologist</p>

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	92	38	54	13	92%
2015*	95	41	54	16	90%
2016	104	40	64	18	92%

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:

In the past several years, the city of Hervey Bay has shown consistent population growth. Hence, Hervey Bay Special School along with other schools in the district has also reflected this growth trend. Hervey Bay Special School accepts enrolments for students in prep year to Year 12 of their education. In 2016, the school population increased by 24 students drawn from a variety of destinations both in Queensland and interstate. At the end of 2016, 15 students graduated, however the enrolment trend continues and it is anticipated that the school population could reach 125 students by 2019. The climate, city facilities and location on the doorstep of Fraser Island make Hervey Bay a very attractive location to reside. All 106 students of this school are verified in the intellectual disability category and of these students, 82 students are verified in another second and third category of disability. Due to the nature of the disabilities of students, a significant number of students require Health Plans in managing a range of medical conditions. Eleven of these students are from Aboriginal or Torres Strait Islander background. A significant number of students are verified in the physical impairment category, hence safe manual handling practices and student health plans designed in collaboration with respective health staff ensure that our students are provided an education in a safe and caring environment.

Average Class Sizes:

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			5
Year 4 – Year 7			5
Year 8 – Year 10			6
Year 11 – Year 12			6

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery:

Hervey Bay Special School began implementing the Australian Curriculum in Semester 2, 2014 in the areas of English and Mathematics. The C2C SWD (Students with Disabilities) units of work were adopted to assist teachers in introducing the curriculum. In 2014, the units were delivered over one term, but feedback from teaching staff indicated that they required a longer period of time for completion. It was decided that units would be delivered over one semester i.e. two units of work in English and Maths per year. Science and History were introduced in 2015 (F-2), with English and Maths being utilised for Extended General Capabilities students.

Following consultation with staff in 2016, it was decided that History would be dropped for this year as the units of work were too challenging to implement and the content of those units were largely irrelevant to the levels of our students.

Students at Hervey Bay Special School have reportable individual goals in their Individual Support Plans. These are highly individualised based on the needs of the students. The development of these plans includes the parents/carers and students may have between two and five goals each in Support Provisions.

Co-curricular Activities:

- Riding for Disabled
- Regional Athletics
- Swimming
- Community Based Instruction to the community
- Work Experience with various worksites and recreational providers
- Stephanie Alexander Kitchen Garden Program

How Information and Communication Technologies are used to Assist Learning:

Every classroom is equipped with either interactive whiteboard or interactive TV. These resources enable teachers to productively engage all students visually with the curriculum. It is envisaged that the interactive TVs will over time replace the interactive whiteboards. In addition, all classrooms have three iPads for student learning using a range of appropriate educational apps. In our Resource Centre, a bank of desktop computers allows students to conduct research projects and further develop their literacy and numeracy skills. A range of voice output devices positioned in specific classrooms for students enables the development of students' communication goals. In 2016, a concerted effort was placed on acquiring specific educational software such as Starfall Phonics, Sunshine Online and PM Readers to target literacy and numeracy skill development. In addition, an upgrade of the school's server switches commenced with A Block switches. Four replacement desktop computers were purchased to replace a number of donated computers. This program will continue for next three years. Through our Speech Language Communication Framework, our Speech Language Pathologist has commenced the introduction of PODD (Pragmatic Dynamic Other Display) strategy throughout the school with the goal of meeting the needs of students who present with communication difficulties.

Social Climate

Overview:

In 2016, the parent response rate of the School Opinion Survey increased in number to 18 responses which was a 500% increase. There were significant increases in parent support for the school with parents who indicated that the school was a better school that valued their opinions, that considered that they were taken seriously where the students' learning needs were being catered for and that the teachers of the school motivated their children to learn.

The students of the school are greatly in support of the school and value the school as a place of learning.

Overall, there was significant increase by teachers in support of the school. For example, teachers indicated that they greatly enjoyed working at our school, that it was a safe place to work, that they felt well supported by administration and the community and that their opinions were taken seriously by school administration.

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)	100%	25%	94%
this is a good school (S2035)	100%	50%	94%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	50%	94%
their child is making good progress at this school* (S2004)	100%	50%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	75%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	75%	94%
this school takes parents' opinions seriously* (S2011)	96%	25%	88%
student behaviour is well managed at this school* (S2012)	96%	100%	100%
this school looks for ways to improve* (S2013)	96%	100%	94%
this school is well maintained* (S2014)	97%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)			100%
they like being at their school* (S2036)			100%
they feel safe at their school* (S2037)			100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)			100%
their teachers expect them to do their best* (S2039)			100%
their teachers provide them with useful feedback about their school work* (S2040)			100%
teachers treat students fairly at their school* (S2041)			100%
they can talk to their teachers about their concerns* (S2042)			100%
their school takes students' opinions seriously* (S2043)			100%
student behaviour is well managed at their school* (S2044)			100%
their school looks for ways to improve* (S2045)			100%
their school is well maintained* (S2046)			100%
their school gives them opportunities to do interesting things* (S2047)			100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	75%	68%	96%
they feel that their school is a safe place in which to work (S2070)	83%	62%	96%
they receive useful feedback about their work at their school (S2071)	75%	52%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	80%	74%
students are encouraged to do their best at their school (S2072)	88%	88%	100%
students are treated fairly at their school (S2073)	83%	69%	93%
student behaviour is well managed at their school (S2074)	75%	54%	87%
staff are well supported at their school (S2075)	75%	50%	87%
their school takes staff opinions seriously (S2076)	74%	46%	91%
their school looks for ways to improve (S2077)	83%	72%	98%
their school is well maintained (S2078)	92%	73%	91%
their school gives them opportunities to do interesting things (S2079)	79%	65%	96%

* 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 Parents and Citizen's Association represents the parents/carers of our school. Throughout the year, meetings have been conducted with the focus on enhancing the learning activities and curriculum provided by the school. Most parents/carers meet twice per year with their child's teacher to collaboratively plan students' Individual Support Plans and PATH plans (Planning Alternatives for Tomorrows with Hope). Many of our teachers maintain daily communication books with families to keep families up to date with events of the day.

Respectful Relationships Programs:

Our school Positive Behaviour for Learning (PBL) plan encourages and supports all students to be the best in following our three school rules: "Be a Learner, Be Respectful, Be Safe". From our PBL plan, students are taught specific lessons that focus on personal safety and awareness, including identifying

and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Our students are recognised and acknowledged through our school reward system implemented on a daily basis. These school programs focus on building skills to develop and maintain appropriate, respectful and healthy relationships.

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	3	14
Long Suspensions – 6 to 20 days	0	1	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:

With an increasing enrolment trend, every available classroom has been utilised to provide an educational program for all students. Hence, whilst use of electricity increased overall, it was well managed with practices around reducing unnecessary wastage of power with air conditioners, fans, lights and IT equipment. As many of our students suffer from epilepsy and heat may trigger seizures, air conditioning in all classrooms has been essential to their wellbeing and access to the curriculum. Correspondingly, water usage reduced as good management practices such as the removal of a school spa and judicious use of water for grounds became the standard. The fulltime School Facilities Officer is included in School Leadership Team and Workplace, Health and Safety meetings on a regular basis ensuring that the school resources are well managed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	81,908	995
2014-2015	93,236	706
2015-2016	92,217	284

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	27	34	0
Full-time Equivalents	26	23	0

Qualification of all teachers:

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	20
Diploma	0
Certificate	0

*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 \$ 28 000

The major professional development initiatives are as follows:

- AUSLAN
- SECC (Special Education Curriculum Cluster) Conference
- QASEL (Queensland Association of Special Education Leaders) Conference
- QCIA (Queensland Certificate of Individual Achievement) Wide Bay Certification
- PATH (Planning Alternatives for Tomorrows with Hope) Training
- ASDAN Training
- Data Literacy Roadshow
- ESCM (Essential Skills Classroom management) Training
- PECS (Picture Exchange Communication System) Training
- Medical training procedures by School Nurse

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.	96%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	90%	86%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	85%	90%

*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%.

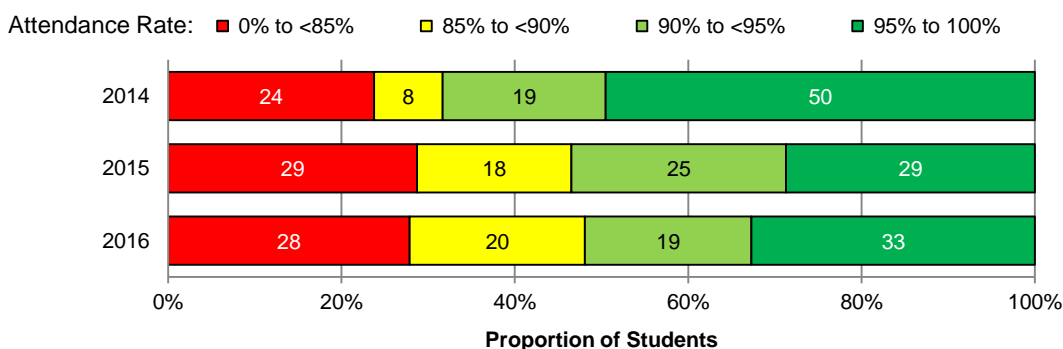
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015		78%	91%	84%	86%	93%	92%	89%	89%	85%	82%	78%	86%
2016	84%	DW	93%	91%	92%	83%	75%	93%	95%	86%	87%	83%	86%

*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.

Student Attendance Distribution:

The proportions of students by attendance range:



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.

The attendance roll is marked on OneSchool in the mornings and in the afternoons by class teachers. Our school administration officer checks each day that rolls have been completed by teachers at 10.00am. Parents/carers are expected to inform the school when their child is absent from school either by contacting the school directly by phone or via student communication books. Unexplained absences of three days or more are followed up by administration with formal letters requesting explanations for absences.



The principal reminds parents/carers through the school newsletter and school Facebook page that attendance to school is mandatory and that reasons for absence are required.

NAPLAN

Due to the disability of students enrolled in Hervey bay Special School, students from this school are exempt from NAPLAN testing.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	5	3	0
Number of students awarded a Queensland Certificate of Individual Achievement.	5	2	15
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			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).	0	0	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
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%
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.	0%	0%	5%
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	0	0	0
2015	0	0	0
2016	0	0	0



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

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016

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

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

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Early leavers information:

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

In 2016, two students exited early. One student gained employment at the Maryborough Mill whilst it is not known which pathway the other student undertook.

Conclusion

In 2016, there were a large number of enrolments of students from other local schools, Special Schools and interstate (13%). Likewise, new staff were appointed to the school to meet this enrolment growth. This overall growth trend indicates that this school will continue to grow by 10% to 12% per year. This growth trend will impact on facilities of classrooms, staffing, resources, ICT, shade areas and our reception and departure area. Forward planning for this growth is in place with the view of acquiring property at the front of the school to increase reception and departure area, create a Trade Training Centre for our senior secondary work experience program and acquire additional land bordering the school next door for future classrooms.