Our school at a glance

Postal address  PO Box 185 Mudgeeraba 4213
Phone (07) 5559 3333
Fax (07) 5559 3300
Email the.principal@mudgeeraspecs.eq.edu.au
Webpages Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site.
Contact Person Colleen Hope: Principal

Principal’s foreword

Introduction

Our school prides itself on relationships as being the key to each young person achieving our/ their vision of “Happiness through Achievement”. The following report highlights our distance travelled for the final year of our current three year partnership agreement. In 2010 into 2011 we conducted our Triennial School Review to determine the next four year plan which we call the Quadrennial Strategic Plan 2012 - 2015. This report provides some of the data story to share with our school and wider community our progress made for our school and the value added for the personalised learning journey of our 156 individual students in 2011.

School progress towards its goals in 2011

1. Continued commitment to Communication/MOVE access for all students
   We have a Communication Teacher 2 days per week and Move Teacher 4 days per week to work in a Collegial Coaching model with class teachers to develop Communication programs and MOVE philosophy to multiply impaired students as part of their curriculum and life skills. (See data below in School Assessment)

2. Holistic Individualised Planning using the ‘Learning Framework” and Special School Essential Learnings for SWD – II
   Our school has adopted a very personalised learning path for every young persons’ learning. Above the curriculum unit of work the staff incorporate planning tools such: Individual Education Plan, Education Support Plan, Personal Future Action Plan/ Secondary Education Training Plan, PATH – Planning Alternate Tomorrows with HOPE, Contribution Chart. We are actively engaging in trial and feedback with Australian Curriculum Assessment and Reporting Framework for Students with Disability draft material. Our school presented feedback to Qld Studies Authority and our Principal attended in October the National meeting with 24 other schools across the nation.

3. Assessment investigation: Brigance, WIAT, PPVT, Reading, PAT Maths
   The Curriculum Committee have been trialling assessment tools appropriate for individual needs. We are researching the cost, skills covered, standards and age appropriateness of each test. We have maintained moderation and professional knowledge protocols between the team when administering A-E Reporting on semesterly reports.

4. Senior School Pathways - Review Strategic Plan for Senior School: Work Experience & Sampling
   - Work Readiness Certificate
     - Liaise with Robina SHS as ATO and establish protocols
   Our school was part of a Cluster submission to Showcase in 2011 which included the two Gold Coast Special Schools and some Special Education Programs from local high schools. "My Choice My Future" was a Category 8 Industry and Community Partnerships Winner of 2011 Showcase State Finals. This program highlights the skills and expertise required for post school
planning for our young people working with post school services preparing for the year after education. This is a collaborate process with families, the school and the agencies fulfilling the goals of the young person’s Personal Future Action Plan.

5. Collegial Coaching – ET Program
Our coaches have welcomed 30% of staff requesting to be inviting teachers and 20% of those inviting teachers being second requests. We have linked this process to strengthening our school’s pedagogical Principles and therefore improved outcomes for students and more reflective teaching practices for staff.

Future outlook

We are committed to these 4 areas as the essence of our 2012-2015 Quadrennial Strategic Plan: Based on “United in Our Pursuit of Excellence”

1. School & Community Partnerships

   Partnerships with an All of Government Approach linked to Agencies:
   - Develop a Purpose Built Therapeutic Facility

2. School Curriculum

   Curriculum & Assessment drivers:
   - Communication is the Key
   - Move to Think
   - Transition - My Choice My Future

3. Teaching Practice

   A seamless education for early intervention to Transition and beyond:
   - My Choice My Future
   - Communication Learning Innovation Project
   - Therapeutic Purpose Built Facility

4. Principal Leadership & School Capability

   Collaborative advantage across school, cluster & region to build capacity:
   - Collegial Coaching
School Profile

Coeducational or single sex:  Coeducational
Year levels offered:  Prep to Year 12 with possible Extension

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>58</td>
<td>92</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students at Mudgeeraba Special School prep to year 12 students are identified through the verification process to have a moderate to severe intellectual impairment and other secondary impairments. Students who are enrolled in special schools within Education Queensland require specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities and to maximise learning outcomes. Our enrolment at the end of 2011 was 156 students.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>6</td>
</tr>
<tr>
<td>All Classes</td>
<td>6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our school community’s choice of the most flexible option for school-based management demonstrates horizontal, innovative, responsive and accountable leadership and management, consistent with the policies of Education Queensland, state and federal legislation and relevant international charters. Our goal is to support quality of life for students with disabilities through quality educational programs, and family and interagency collaboration.

This school aims to offer a personalised learning program to achieve the best educational outcomes for each one of its students. Productive partnerships amongst all members of the wider school community are actively encouraged with an emphasis on positive action and communication.

Aligned to the vision of Education Queensland, our focus is to foster a sense of community and to achieve excellence and accountability in all that we do. The Mudgeeraba Special Curriculum Framework has been redeveloped in 2006 in consultation with the 4 other Special Schools in the region. Our Framework has been developed by adapting the Early Years Curriculum organisers and incorporating Board of Senior Secondary School Studies (BSSSS) and Vocational Education and Training registered courses to meet the individual and group needs of our students. Our curriculum and pedagogy have been designed to assist our students achieve the best possible outcomes and to contribute to becoming as independent and responsible as possible within society. Our curriculum emphasises:

Adapting the Prep to Year 3 Curriculum known as the Learning Framework linking to Qld Certificate of Individual Achievement.

**Prep to Year 9 Organisers:**
- Language Learning & Communication
- Mathematical Understanding
- Social & Personal Learning
- Heath & Physical Learning
- Active Learning Processes

**Year 10 – 12 Organisers:**
- Communication & Technologies
- Community Citizenship & the Environment
- Leisure & Recreation
- Personal & Living Dimension

Vocational & Transitional Activities/ Areas of Studying & Learning

Our school aims to provide the students with real life and life like opportunities to learn, to succeed, and to develop our school values of Care, Honest and Respect. Students enjoy an eclectic educational experience with challenges and success forming part of all aspects of their school life.

Staff work in teams, with special education teachers, therapists, teacher aides, Guidance Officer, ancillary staff, and the leadership team working together to provide the most appropriate learning experiences possible. Consistent with DETE policy, the team at Mudgeeraba demonstrates commitment to the best interests of students, quality professional activity and personal accountability for work, outputs and outcomes. We encourages a range of learning opportunities to foster quality professional development through diverse professional resources, peer mentoring, self-monitoring, professional and clinical supervision and work shadowing to foster a skilled and confident workforce.
Our school at a glance

Extra curricula activities
Sunshine Singers
Biennial Dance/Concert
Eisteddfods
Arts Council Performances
Mudgeeraba Mad Dogs Interschool Sports Team for Seniors with other Special Schools in Region
Friendship Program
Student Council
Motor Therapy (4 days per week)
MOVE Program (4 days per week) to support educational access programs for students with multiple impairment
Communication Program (2 days per week) – Teacher resource to consult with class teachers.
Therapist programs to consult with class teachers – Physiotherapist, Occupational Therapist and Speech Language Pathologist one day per week.
DAT (Design & Technology Program) 2 days per week using Clover Hill SS DAT Lab with our teacher and teacher aide resource
Work Experience Programs both on campus - horticulture, laundry, hospitality or off campus
Sailing at Varsity Lakes
Sustainability Store

How Information and Communication Technologies are used to assist learning
Technology is a major resource to class programming and in use at our school, we have adopted a range of technology sources to enhance our pedagogical principles.
We have access to a wide variety of resources:
Interactive Whiteboard Technology 1 between 2 classrooms and 2 in communal spaces
Digital Camera/Video per class for assessment procedures.
Voice Output Devices to support communication programming for pre-intentional and nonverbal students.
Class PC access
Laptops for Teachers Program
Principal 3G Laptop
4 x 1 Phones to improve administration access
4 x Mobile phones for Community Outings
10 x iPads
Technical support is offered weekly with a day per week using curriculum coordination time to release a teacher and 5 teacher aide hours to support the upkeep of hardware for curriculum purposes.

Social climate
A major strength of our school community is its community spirit. This is strongly evidenced in new parent surveys completed each year with new parents to the school and the school opinion survey data. Our mantra is to be like a “family”. This was evidenced by an outstanding rating for culture on our Teaching and Learning Audit in 2010. Our school provides all students with an educational program that will assist them to develop their independence and the required skills to optimise their lifelong learning. Our intention is
to provide excellence in education through a diverse curriculum, offering quality programs that identify and address barriers, acknowledge diversity and develop in our students the knowledge, skills, attitudes and processes to participate equally. We continue to offer specialised services through inclusive practices with students participating in learning in the most appropriate environment not necessarily the classroom. Both student and staff successes are appropriately recognised and celebrated through our school newsletter, weekly assembly, meetings eg staff, P&C and School Council and One Portal announcements. Local community members are made aware of the school through gatherings held on campus eg Hope Café, Sports Day These luncheons are catered for by the senior students.

We also have a Wellbeing Committee which includes: Principal, Community Liaison Officer, Guidance Officer, School Chaplain and Registered Nurse. We also have an active Schoolwide Positive Behaviour Support Committee to build proactive strategies into our curriculum planning such as our Values Program delivered by the Noncontact Team.

School Opinion Survey results indicate that the majority of parents agree:

*S150Their child is happy to go to school 88.5%
*S157 That the school makes them feel welcome 96.2%
*S149They are happy with school discipline 88% and
*S146Their child is treated fairly 88.5%

### Parent, student and teacher satisfaction with the school

While students and staff are very satisfied with education at Mudgeeraba Special School as reflected in School Opinion Survey and New Family Survey (internal). The Developing Performance Team has noted staff rate professional development more based on offerings made out of the school as being ‘real professional development’. Our work with Collegial Coaching and Joyce & Showers 1965 research has influenced mindsets around learning from each other.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>84.3%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>
Our school at a glance

Involving parents in their child’s education

Community partnerships are a must for the success of our students’ futures. We welcome parents and carers into the school and celebrate each term a range of whole school or team events to encourage parental/ carer involvement. The greatest strength is our Wellbeing Team: Parent Liaison Officer, Guidance Officer, Registered Nurse, School Chaplain and Principal/ Rehabilitation Officer to support the wellbeing of students, families/ carers and staff in the educational community at Mudgeeraba Special School.

Some of our community activities include: Literature Festival with a local private school, Biennial Concert, Burleigh Heads Annual Fun Run, Sports Day, Mother's Day, weekly Hope Cafe etc.

Each term our Community Liaison Officer coordinates a Connecting Carers Hub with Government and Non-government agencies in attendance eg Disability Services Qld, Centrelink. The concept is to create a “One Stop Shop” for families. We aim to link this to our Next Steps Data by delivering quality access to Post School Options services.

The school provides curriculum and parent workshops a couple of times a year: Bravehearts, Family Planning Qld, MSSS Curriculum, Non Violent Crisis Intervention.

Our school has a strong volunteer program managed by the Head of Curriculum and School Chaplain supporting and operating a range of activities: Support A Reader, Hope’s Café, Mentor Programs and our Resource Centre.

Reporting processes: IEP – Individual Education Plan/ PFAP – Personal Future Action Plan are conducted as interviews and forwarded reports in March and August of each year. School Reports are forwarded in June and December of each year at the completion of each semester. Interviews are offered to all families. We have also incorporated other framework tools to support families like PATH (Planning Alternates for Tomorrow Hope) and Contribution Charts. We believe strongly in the stakeholder approach to deliver positive student outcomes. We do believe it takes a Whole Village to Educate a Child.

Communication is encouraged on a daily basis through a Communication Book, telephone call or an email to increase home school relations.

Our governance includes P&C Association, School Council and committee structures to include parents and carers in school decision making.

Reducing the school's environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

As per our Annual Implementation Plan and Strategic Planning direction our school focuses on reducing our environmental footprint. Our school has a water efficiency installation to reduce water usage, solar panels to reduce electricity output and a number of water tanks for our horticulture programs. Apart from government initiatives we have taken up on our student council actively encourages the reduction of our environmental footprint.

The Student Council body collects recycling each week from classrooms, produced posters to assist staff to turn off lights and air conditioners when not in use and presents on assembly a range of helpful hints like rude lunchees, the recycle and reuse message. We have a Senior Class who manages a weekly sustainability store making items for sale out of recycled products, sells plants and other items like jewellery donated by the community. The Horticulture Team encourages sustainable activities eg mulching our gardens, planting new trees from donated rate notices and using water from our water tanks each Wednesday.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>3,533</td>
<td>456</td>
</tr>
<tr>
<td>2010</td>
<td>83,714</td>
<td>694</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-96%</td>
<td>-34%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>39</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>35</td>
<td>29</td>
<td>1</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>18</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
</tr>
</tbody>
</table>

We link our accreditations to our Developing Performance processes.
Expenditure on and teacher participation in professional development

The total funds expended for teacher professional development in 2011 was $48,976. The major professional development initiatives are as follows:

- Developing Performance Planning is evident in the school with Team Leaders to support staff. All staff received comprehensive professional development programs on all student free days. This work was recognised as effective practice in the Teaching and Learning and Financial Audits in 2010.

The total funds expended for staff professional development in 2011 was $48,976. This was divided into: W1PD for general staff $45,436, W3AL Aspiring Leaders $120, and W3HW Health and Welfare $3,420 in the final breakdown.

### 2011 Professional Development Suggestions
(From Developing Performance Conversations Term 4 2010)

#### Curriculum Priorities

<table>
<thead>
<tr>
<th>Curriculum Strategies</th>
<th>Positive Behavioural Support</th>
<th>ICT</th>
<th>Mobility Programs</th>
<th>Disability Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>PECS</td>
<td>Meditation/calm for kids/stress relief</td>
<td>IWB</td>
<td>MOVE Motor Therapy with Mira</td>
<td>Understanding Autism (Basic)</td>
</tr>
<tr>
<td>Ipad/Ipod/Proloquo2go</td>
<td>Evolve Behaviour Management</td>
<td>Clicker 5</td>
<td>Computer programs for SWD</td>
<td>Specialist workshops with Doctors etc., syndrome/disability specific</td>
</tr>
<tr>
<td>PODD</td>
<td>NVCI Functional Behaviour Analysis/PBS</td>
<td>Boardmaker</td>
<td>Computer skills</td>
<td>Autism strategies (advanced)</td>
</tr>
<tr>
<td>Communication strategies/ AAC</td>
<td></td>
<td>Easyteach</td>
<td>Electronic timesheets</td>
<td></td>
</tr>
<tr>
<td>Makaton</td>
<td></td>
<td>Computer programs for SWD</td>
<td>Digital Portfolios</td>
<td></td>
</tr>
<tr>
<td>Spectronics Conf</td>
<td></td>
<td>Computer skills</td>
<td>Photography/movies</td>
<td></td>
</tr>
</tbody>
</table>

#### Management Priorities

<table>
<thead>
<tr>
<th>Induction</th>
<th>Wellbeing/Personal development</th>
<th>Healthcare</th>
<th>Risk Management</th>
<th>Committees</th>
<th>PD formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Staff</td>
<td>David Anderson Fierce Conversations Pamper nights Team building Stake Holder Meeting Superannuation</td>
<td>Nursing type training, seizure, PEG First Aid TA002-3</td>
<td>Manual Handling Hoist Management</td>
<td>Leadership</td>
<td>Electives for SFD Sharing sessions Special Ed Conference Narbethong vodcasts</td>
</tr>
</tbody>
</table>

The proportion of the teaching staff involved in professional development activities: Student Free Days, after school Shindings or offcampus activities during school time in 2011 was 100%.
## Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## 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 2011 school year.

## School income broken down by funding source
School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select ‘GO’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
### Performance of our students

#### Key student outcomes

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

The overall attendance rate for all Queensland state Special schools over the same period was 89%.

#### Student Attendance Distribution

The proportions of students by attendance range.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is not an issue at Mudgeeraba Special School. Families/carers are very good at corresponding with the school when their children are sick or on holidays. If a child was absent for more than one day without correspondence either the teacher or the administration team would contact the family/carer the next day. If a student is absent long term due to health we forward a card or correspondence and usually a staff member does a home or hospital visit.

#### NAPLAN Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Not applicable for Mudgeeraba Special School students.
School Assessment Program
Communication Profile Data of Communication Systems used by students in 2011.

![Bar Chart: Forms of Communication]

- Verbal
- Symbol Immersion
- PECS
- PODD
- High Tech
- Other
- Signing

Performance of our students
Performance of our students

MOVE (Mobility Opportunities Via Education) at Mudgeeraba Special School

Our Journey as at the End of 2010

2011 TDMMT Results

- Student A
- Student B
- Student C
- Student D
- Student E
- Student F
- Student G
- Student H
- Student I
- Student J
- Student K
- Student L
- Student M

MOVE Assessment Tool for Multiply Impaired Students - Of the total 74 skills in the TDMMT this graph shows the percentage of mastery in 2011.
Performance of our students

Moderation and A-E Reporting

At Mudgeeraba Special School we have monitored a 2000 cohort to assist our school to see progress over time. We have been keeping data since 2008 Semester 1 These students commenced as Prep students in Gumnut, 2 years and have moved into Rainbow Team in 2011. It is obvious that when the students moved into the block there was fewer A’s as the curriculum expectations were raised. This is an example of investigating how the A- E standards and Levels of Assistance have assisted us with curriculum development and student learning outcomes.

The most significant outcomes have been:

Curriculum Directions – Recognition by QSA, critical friend and Education Queensland for our commitment to QCAR for our students and trial of special needs locally needs tasks. In 2011 it has been the draft “Progressing to Foundation” ACARA Curriculum for Students with a Disability.

To reflect the unique learning environment at Mudgeeraba Special School, we have used two A-E phases: We have adjusted our curriculum offering to support our students learning entry point. The first phase indicates the Level of Achievement in attaining a particular skill. The second phase indicates the Level of Assistance and describes the type of Teacher and Teacher Aide support that a student receives to achieve that skill.

The skills in the report are identified within our individualised curriculum and reflect the Individual Education Plan and Essential Learning goals as collaboratively determined by parents and the class Teacher. There is a sliding scale for A – E Standards as students move from Juniors through to Seniors to mark the complexity of learning, exposure to the wider community and age appropriate activities linking to community compliance.

The matrix below describes the Achievement Phases and Assistance Phases provided to students to achieve skills:

<table>
<thead>
<tr>
<th>Achievement Phases</th>
<th>Assistance Phases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>A Independent</td>
</tr>
<tr>
<td>Students are able to apply their new understandings and capabilities independently, often to new learning experiences. Their conceptual understandings about learning are now more detailed and more readily recalled and explained. They are confident with this new learning and can plan, explain and monitor their use of the learning within familiar contexts.</td>
<td>No support required as the student is independent in familiar and unfamiliar contexts.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>B Cues</td>
</tr>
<tr>
<td>Students are making connections between their personal understandings and the commonly accepted understandings about new objects, representations and social practices. They are able to talk about some of their new understandings, capabilities and dispositions.</td>
<td>Given verbal cues and gestural cues.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>C Prompts</td>
</tr>
<tr>
<td>As students explore new objects, representations and social practices, they construct personal understandings about them. Students need to be involved in interactions with adults or peers to extend their personal understandings as they co-construct shared meanings.</td>
<td>Given modelling, verbal prompts and pictorial prompts.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>D Physical Assistance</td>
</tr>
<tr>
<td>Students become aware of new things in their lives. They watch and listen to an activity, and discuss new objects, representations, people and practices. They may randomly explore the attributes of new materials.</td>
<td>Given physical assistance and physical prompts.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>E Exposure</td>
</tr>
<tr>
<td>Students are exposed to a variety of learning contexts to develop knowledge, skills and understanding.</td>
<td>Given full adult support.</td>
</tr>
</tbody>
</table>
Performance of our students

2011 Achievement Across Curriculum Areas

Student numbers

Making Healthy Choices, Fine Motor, Gross Motor, Investigating...
Investigating the...
Personal Learning, Sustaining...
Social, Understanding...
Writing and Shaping...
Communication...
Reading and Viewing

Indicators
Performance of our students

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 100%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>7</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>7</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>3</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>43%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate level</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II</td>
<td>0</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>0</td>
</tr>
</tbody>
</table>

Three of our students undertook hospitality course through Kingscliff TAFE doing work practicum at the Radisson Resort Gold Coast.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.