

# Mudgeeraba Special School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Mudgeeraba Special School, previously the Mudgeeraba State School originally and then Opportunity School, opened in the current premises in 1985 and provides a personalised education for students with Intellectual Disability and secondary disability's from prep to year 12. 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. We aim to foster a sense of community and to achieve excellence and accountability in all that we do. Students in Prep to Year access the Australian Curriculum with an emphasis on the General Capabilities Literacy Lens. The curriculum focus for Senior students in Year 10 to 12 is through the delivery of Certificate Courses aligned with Queensland Certificate of Individual Achievement. Our curriculum and pedagogy serve to support students becoming as independent as possible within society.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

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 first year of our current four year Quadrennial Strategic Plan 2016 - 2019. This report provides a snapshot of the data story to share with our school and wider community.

School progress towards its goals in 2016

2016 School Improvement Agenda	Progress
<ul style="list-style-type: none"><li><i>PODD Implementation</i></li></ul>	Production of 80 PODD Books Speech Language Pathologist training for staff Triweekly Professional Learning Community
<ul style="list-style-type: none"><li><i>Four Blocks Framework Focus on Reading and Writing</i></li></ul>	Due to staff changes and the need for professional development and induction this goal was ongoing in 2015. The BYOX policy was reviewed. Speech Language Pathologists mapped all students communication modes to be added to Support Provisions in One School. Reading commencement began in Term 4 of 2014 and was a priority in 2015. The emphasis being on a Balanced Literacy Structure and the development of high yield strategies for the teaching of Reading. We reviewed the Cue Systems and Cambourne's Conditions for Learning at Student Free Day sessions
<ul style="list-style-type: none"><li><i>Student At A Glance: Data Impact Know our Students Know our Data Adopt Teaching Strategies</i></li></ul>	Reviewed individual, class, cohort and whole school data. Electronic Data Wall Links to Student at a Glance Profile forwarded to families twice per year.

<b>QSR 2016 – 2019 Goal</b>	
<ul style="list-style-type: none"> <li><b>Senior School Review – Creating Pathways</b></li> </ul>	<p>We reviewed the Senior School curriculum offerings and pathways in light of 2016 Trade Training Centre finalisation. This became a Quadrennial Plan indicator for the next four years.</p>

**Future Outlook**



**Mudgeeraba Special School**  
Vision: "Happiness through Achievement"



**2017 School Improvement Agenda**






**SIA 1:**  
Four Blocks Literacy with spotlight on Marian Blanks level of Questioning to maximise the interconnectedness of the reading, writing, listening and speaking through developing comprehension skills.



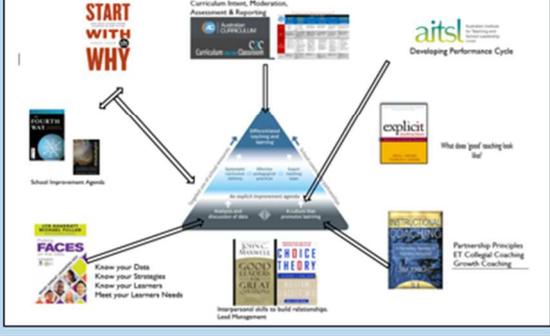
**SIA 2:**  
Continue with Pragmatic Organisation Dynamic Display (PODD) Implementation



**SIA 3:**  
**Data Impact:** Explicit instruction informed by Data / Assessment Journey translated into Student at a Glance (SAAG)



**Execution of Strategy:**



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	152	60	92	2	95%
<b>2015*</b>	145	55	90	4	97%
<b>2016</b>	163	55	108	5	94%

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

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 2016 was 165 students.

### 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	6	6	6
Year 4 – Year 7	6	6	6
Year 8 – Year 10	6	6	6
Year 11 – Year 12	6	6	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**

Our goal is to support the quality of life for each of our students with disabilities through lighthouse educational programs, and family and interagency collaboration. Productive partnerships amongst all members of the wider school community are actively encouraged with an emphasis on positive action and communication. Our school aims to offer a personalised learning program to ensure we achieve the highest standards of educational outcomes for each one of our students.

In 2016 our school delivered the Australian Curriculum by adopting and adapting the Curriculum into the Classroom Student with a Disability Resource Units of work.

### **Prep to Year 10 Curriculum Organisers:**

English

Maths

Science

History

Geography

Health & Physical Learning

### **Year 11 – 12 & Extensions Organisers linked to Qld Certificate of Individual Achievement:**

Communication & Technologies

Community Citizenship & the Environment

Leisure & Recreation

Personal & Living Dimension

Vocational & Transitional Activities/ Areas of Studying & Learning

### **Co-curricular Activities**

Our school aims to provide the students with real life and life like opportunities to learn and to succeed. As a Positive Behaviour Learning school we explicitly teach our School Values of being Caring, Honest and Respectful. Students enjoy an eclectic educational experience with challenges and success forming part of all aspects of their school life utilising the school and community resources.



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 DET 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 encourage 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.

**Extra curricula activities**

- 🍒 Sunshine Singers
- 🍒 Eisteddfods
- 🍒 Arts Council Performances
- 🍒 Mudgee Mad Dogs Interschool Sports Team for Seniors with other Special Schools in South East Region
- 🍒 Personal Development Programs using the Family Planning Disability Teaching Resources
- 🍒 Student Council Weekly Program
- 🍒 Motor Therapy Coordination (4 days per week)
- 🍒 MOVE Program (2 days per week) Teacher resource to support educational access programs for students with multiple impairment
- 🍒 Coaching Program – Teacher resources to mentor and coach with class teachers.
- 🍒 DET Therapist programs to consult with class teachers – Physiotherapist, Occupational Therapist and Speech Language Pathologist one day per week.

- 🍒 DAT (Design & Technology Program) 1 day per week using Currumbin Community Special School DAT Lab with our teacher and teacher aide resource
- 🍒 Skills Development/ Work Experience Programs both on campus - horticulture, laundry, hospitality or off campus
- 🍒 Leisure and Recreation Programs ie Sailing at Varsity Lakes, Gymnastics
- 🍒 Post School Sampling Agencies

### **How Information and Communication Technologies are used to Assist Learning**

Technology is a major resource for class programming and in use at our school, we have adopted a range of technology sources to enhance our Pedagogical Framework Dimensions of Teaching and Learning through the 36 pedagogical principles.

We have access to a wide variety of technology resources:

- 🍒 Interactive Whiteboard Technology 1 in every classroom x 26, 3 in communal spaces and 2 mobile units
- 🍒 Digital Camera/ Video per class for assessment procedures.
- 🍒 Voice Output Devices to support communication programming for pre-intentional and nonverbal students.
- 🍒 Class PC access
- 🍒 Computer For Teachers Laptops Program
- 🍒 Principal, 2 Deputy and Head of Curriculum 3G Laptops
- 🍒 5 x I Phones to improve administration access and staff absence management
- 🍒 4 x Mobile phones for Community Outings
- 🍒 45 x iPads for class access
- 🍒 30 iPods for class access
- 🍒 2 iGaze Devices
- 🍒 BYOD Policy to support student's Communication Access

Technical support is offered weekly with a day per week using curriculum coordination time to release a teacher, 5 teacher aide hours and one day per week Orange Card Technician to support the upkeep of software and hardware for curriculum purposes.

## Social Climate

### Overview

A major strength of our school community is its community spirit. This is strongly evidenced from our data. We collect new parent surveys completed each year with new parents to the school and the annual 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 and Discipline Audit in 2014 and maintained in the School Review in 2015 and again this year one we strive to uphold. Our school provides all students with an educational program that will assist them to develop greater independence and the required skills to optimise their lifelong learning. Our intention is to provide excellence in education through the Australian Curriculum, diverse curriculum offerings 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 class communication book process, school newsletter, Facebook Page, Global Text Messaging, weekly assembly, meetings eg staff, P&C and School Council and One Portal announcements on Mudgee Hub. Local community members are made aware of the school through gatherings held on campus eg Kooka Café, Sports Day These school event 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 EQ Registered Nurse. We have maintained our “My Time” Playgroup Australia parent support program to reach out to our families socially and professionally. We also have an active Schoolwide Positive Behaviour Support (now known as Positive Behaviour Learning/ PBL) Committee to build explicit weekly instruction into our curriculum planning delivered weekly to students.

### 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)	93%	100%	97%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	97%	100%	97%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	93%	100%	97%
their child is making good progress at this school* (S2004)	93%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	97%
teachers at this school motivate their child to learn* (S2007)	97%	100%	97%
teachers at this school treat students fairly* (S2008)	97%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	97%
this school works with them to support their child's learning* (S2010)	97%	100%	97%
this school takes parents' opinions seriously* (S2011)	97%	100%	97%
student behaviour is well managed at this school* (S2012)	97%	100%	97%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	97%	100%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	88%	98%	93%
they receive useful feedback about their work at their school (S2071)	98%	100%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	95%	100%	95%
staff are well supported at their school (S2075)	98%	100%	97%
their school takes staff opinions seriously (S2076)	95%	100%	93%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	95%	100%	95%
their school gives them opportunities to do interesting things (S2079)	98%	100%	100%

\* 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

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, EQ 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, Biannual Concert, Burleigh Heads Annual Fun Run, Sports Day, Mother’s Day, weekly Kooka Cafe etc.

Each year 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. She and the Business Services Manager have also maintained “My Time” for parents which is funded from Playgroup Australia for families with students up to 16 years of age. Through this program we have provided parent workshops a couple of times a term: Family Planning Qld, MSSS Curriculum and Assessment Schedule, Non Violent Crisis Intervention, Healthy Eating.

Our school has a strong volunteer program managed by the Deputy Principal and School Chaplain supporting and operating a range of activities: Positive Behaviour Support, Support A Reader/ Ready Reader.

Reporting processes: Prep to Year 10 ICP – Individual Curriculum Plan/ Year 11 – 12 and Extension 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, Global Text Messaging system, School Facebook page or an email to increase home school relations. We were a trial school in Term 1, 2015 for Parents Q App. We are still marketing the usefulness of this resource to our families.

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

### **Respectful relationships programs**

The school has developed and implemented a program or programs that focus on 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	1	0	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

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 nude lunches, the recycle and reuse message. We have a Senior Class who assist this program. 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 morning.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	164,950	0
2014-2015	161,835	826
2015-2016	164,967	827

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

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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	45	62	<5
Full-time Equivalents	39	37	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1

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

\*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 \$161 172.45.

The total funds expended on teacher professional development in 2016 were;

204400	Professional Development	\$62,136.16
204410	Professional Development - Aspiring Leaders	\$5,616.54
204411	Professional Development - Healthy & Safe Workplace	\$305.05
204415	Professional Development - Beginning Teachers Mentor Program	\$17,973.20
207012	Investing For Success: PODD Implementation	\$15000.00
207012	Investing For Success: 4 Blocks Reading	\$6400.00
207012	Investing For Success: Students at a Glance	\$6300.00

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken

- Three weekly team Professional learning community meeting with School Improvement focus
- Four Blocks Literacy
- Afternoon Shindigs after school with a focus from Developing Performance Plan meetings with staff
- Student Free Day and Twilight sessions focussed on School Improvement agenda

The major professional development initiatives are as follows:

- Coaching
- PODD
- 4 Blocks Writing and Reading
- Aspiring Leadership: Performance Curve, Emotional Intelligence
- NVCI

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%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	86%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	88%

\*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%.

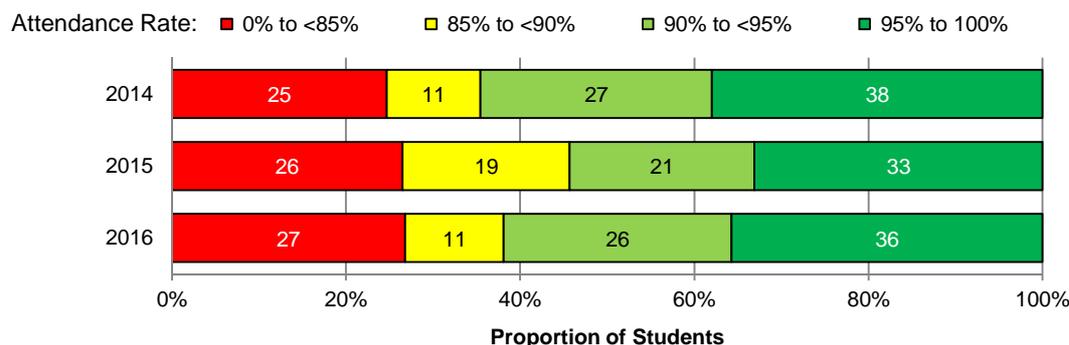
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	62%												
2015	86%	59%	84%	91%	83%	88%	89%	92%	60%	90%	87%	85%	84%
2016	80%	87%	83%	86%	90%	90%	88%	90%	92%	70%	94%	90%	84%

\*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.

Non-attendance is not deemed a major 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

Not applicable for Mudgeeraba Special School.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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.

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

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	12	16	18
Number of students awarded a Queensland Certificate of Individual Achievement.	12	15	18
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
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.			
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%	0%
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

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.	100%	100%	100%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	1%	0%	0%	

\* 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.mudgeeraspecs.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. There were students at Mudgeeraba Special School who left our school before completing Year 12. There were 16 of the 18 students who were granted 2 additional semesters.

## Conclusion

Mudgeeraba Special School had a productive year with highlights being the resourcing of our Four Blocks Pedagogy with \$30000 of reading resources, \$15 000 in reading trolleys, the opening of our Trade Training Centre in Horticulture and training in Certificate Courses.