



**PINE RIVERS
SPECIAL SCHOOL**

Pine Rivers Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



**Queensland
Government**

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School Overview

At Pine Rivers Special School we acknowledge the individual abilities of all students. We strive to meet their needs to make a positive difference so that they reach their potential as a valued and respected members of their community for the rest of their lives. The school actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner.

School progress towards its goals in 2018

School Priorities 2017 – 2020

Communication:

- To develop the functional communication skills of every student,
- To use visual symbols and AAC devices to support Communication Training.

Curriculum:

- To use evidence-based practices for the teaching of students,
- To gather, analyse and use student achievement data to inform decision making.

Capability:

- To support students to develop Positive Behaviours for Learning,
- To support staff in the development of capability to work effectively with students.

Community:

- To build a sense of Community within and around the school,
- To work with community partners and service providers to support student transitions.

Targets for 2018 were:

Communication:

- All students to be supported in their communication by the use of low and high tech AAC Communication strategies within their classrooms.
- All students to have access to visual symbols and schedules to support their communicative attempts.

Curriculum:

- Students to be supported in the development of Mathematical concepts through Multi-sensory, Multi-representational pedagogy,
- Students to be supported in their understanding of Literacy through focused teaching, informed by the gathering and analysis of accurate assessment data.

Capability:

- Students who exhibit complex and challenging behaviour to be supported through the completion of a Functional Behaviour Assessment, and the implementation of Evidence-based practices that support student engagement in learning.
- Students' sensory processing and proprioception needs to be addressed through the implementation of evidence-based programs.

Actions to Support Initiatives:	Costs	Outcomes / Issues:
<p>Communication Training:</p> <p>Engage the consultancy services of Amanda Hartmann (SLP, Assistive ware) and Hayley Parfitt (SLP, PODD) support staff understanding of effective communication training for students with complex communication needs.</p> <p>Purchase communication materials (PODD Books, Proloquo, Switching devices, etc.)</p>	<p>\$ 9,550.00</p> <p>\$ 26,200</p>	<p>Amanda Hartmann was engaged to present at our Staff Professional Day in January. All teachers and teacher aides found this extremely beneficial.</p> <p>Haylee Parfitt was engaged to present to selected staff and district SLPs.</p> <p>Considerable time and resource was committed to the design, development and production of PODD Books for every classroom.</p>
<p>Curriculum: Improve Maths Pedagogy</p> <p>Engage the services of Dr Bronwyn Ewing (Senior Lecturer in Maths Education, QUT) to lead staff in a Multi-sensory, Multi-representational approach to the teaching of Maths.</p> <p>Purchase maths manipulatives to support the Multi-sensory Multi-representational approach to the teaching of maths.</p> <p>Purchase maths materials / puzzles to help develop spatial awareness</p>	<p>\$ 15,000.00</p> <p>\$ 6,000.00</p> <p>\$ 12, 560.00</p>	<p>Dr Bronwyn Ewing was engaged to lead the MMM Maths Pedagogy project.</p> <p>Staff release to facilitate in-service and program implementation.</p> <p>Maths materials purchased for use within classrooms</p>
<p>Curriculum: Literacy</p> <p>Purchase additional PM Readers and support materials to support the focused teaching of Reading and the gathering of achievement data.</p>	<p>\$ 3,900.00</p>	<p>New PM reading materials purchased to supplement existing materials.</p>
<p>Capability: PBL / Evidence-Based Practices</p> <p>The school will continue to contribute to the Regional PBL program.</p> <p>PBL Coaches will undertake Training in Coaching Techniques.</p> <p>They will support teachers with the development of a Functional Behaviour Assessment & Positive Behaviour Plan for each of the identified Tier 3 students.</p> <p>Purchase multi-sensory equipment to establish evidence-based motor programs for students with complex learning needs due to autism.</p>	<p>\$ 550.00</p> <p>\$ 11,300.00</p> <p>\$ 6,230.00</p> <p>\$ 7,900.00</p>	<p>The school contributed to the Regional PBL Project, and committed significant amounts to staff professional development and training.</p> <p>Staff were released from classroom duties to facilitate Functional Behaviour analysis.</p> <p>Equipment was purchased to support the address of sensory needs of students.</p>

During 2018, Pine Rivers Special School made significant progress towards the achievement of its goals. The establishment of a Middle Tier of Management with teachers released from class to support colleagues proved highly beneficial. A number of Key Agendas including Communication Training, Positive Behaviour Support and a Multi-sensory approach to the teaching of Maths all experienced significant progress during 2018.

Future Outlook

For 2019, the School Priorities, Targets and Actions have been articulated as follows:

Curriculum:			
<ul style="list-style-type: none"> To use evidence-based practices for the teaching of students with complex learning needs, To gather, analyse and use student achievement data to inform decision making. 			
Actions:	Targets	Responsibility	Progress Reflection
Staff will implement the Australian Curriculum (English & Maths) with fidelity across all classrooms.	<ul style="list-style-type: none"> By September, all teachers will be implementing with confidence the Australian Curriculum (English & Maths). 	Principal, DPs, HoT&Ls & HOCs	By the end of Semester 1, all teachers will be familiar with the requirements of the Aust Curriculum (English & Maths) and be using these for planning
Teachers will gather standardised data sets around Literacy in collaboration with the Head of Curriculum and use this to inform planning.	<ul style="list-style-type: none"> By the end of term 1, all teachers will have established base-line data in all aspects of Literacy for each of the students in their class and be using this to inform planning. 	HOC & Literacy Coaches	Within 6 months, student achievement data (Literacy) will have been gathered, collated and displayed on data walls.
Continue engagement with the action research project (MMM Maths) to inform the teaching of Maths across the school.	<ul style="list-style-type: none"> All teachers will adopt a multi-sensory, hands-on, multi-representational approach to the teaching of Maths. 	Principal	Within 3 months, staff will be trained in and be using a multi-sensory approach to the teaching of maths.
The Maths KLA of the Australian Curriculum will be interrogated with staff and be supported in their planning of what to teach in Maths.	<ul style="list-style-type: none"> All teachers will demonstrate a solid understanding of the Maths Curriculum and will teach all aspects of maths. 	Lead teachers of Triple M Maths PLC	

Communication:			
<ul style="list-style-type: none"> To develop the functional Communication skills of every student, To use Visual Symbols and AAC devices to support Communication Training. 			
Actions:	Targets	Responsibility	Progress Reflection
Continue to engage with nationally-recognised leaders within the field of AAC and Communication Training for students with complex communication needs.	<ul style="list-style-type: none"> 	Principal & Leadership Team	The Communication PLC (Professional Learning Community) will continue to drive the Communication agenda.
Utilise classroom teachers to support colleagues with the implementation of AAC strategies within their classrooms.	<ul style="list-style-type: none"> By the end of semester 1, all teachers will be implementing both low and high-tech strategies to support students with complex communication needs in their classrooms. 	Communication PLC	All staff will have had the opportunity to engage in PD around Communication.
Allocate additional resource to the development of Visuals for each classroom, including Aided Language Displays and PODDs for individual students.	<ul style="list-style-type: none"> Classrooms will have Posters, Visual Supports and PODD Books to support the use of AAC in the classroom. 	Resource Aide	All teachers will be equipped with an ipad with proloquo.
SLP and Communication Coaches will provide support to staff implementing AAC strategies	<ul style="list-style-type: none"> Every teacher will meet with the Communication Coach and have strategies in place to support communication training in the classroom. 	Classroom teachers & Coaches	Within 6 months, classrooms of exemplary practice in communication will have been established and teachers will be modelling effective communication strategies.

Capability:			
<ul style="list-style-type: none"> To support students in the development of Positive Behaviours for Learning, To support staff in the development of their capability to work effectively with students with complex learning needs. 			
Actions:	Targets	Responsibility	Progress Reflection
Engage with regional PBL project to ensure that school processes are in alignment with PBL processes and expectations.	<ul style="list-style-type: none"> Essential Skills for Classroom Management will be implemented as part of Universal PBL Training in every classroom. Tier 1 PBL processes will be implemented with fidelity across the whole school. 	DP & PBL Coaches	<p>Within 3 months, all classroom teachers will be using Tier 1 strategies consistently.</p> <p>Tier 2 and 3 students will be identified & referred to Student Support Team.</p>
Utilise PBL Coaches within the school to support teachers with Tier 1 teaching, Tier 2 focused teaching and Tier 3 interventions.	<ul style="list-style-type: none"> Classroom Profiling will be used to support teachers with identified Tier 2 students. Functional Behaviour Analysis and Complex Case Management meetings will be standard practice for Tier 3 students. 	DP, PBL Coaches & Guidance Officer	<p>PBL coaches will be supporting teachers with Essential Skills, Classroom Profiling & Functional Behaviour Analyses.</p>
Maintain a focus upon Evidence-Based Practices, with particular attention to ASOT, TEACCH, Autism Competency Framework, etc.	<ul style="list-style-type: none"> All staff will be trained in Team Teach strategies. Teachers of children with complex behavioural needs will receive 1-on-1 support. 	Principal, DPs, Head of Student Services & Behaviour Coaches.	<p>Within 6 months, all tier 3 students will have a Positive Behaviour support plan.</p> <p>Sensory needs that impact upon behaviour of students will be being addressed.</p>

Community:			
<ul style="list-style-type: none"> To build a sense of community within and around the school, To work with community partners and service providers to support student transitions. 			
Actions:	Targets	Responsibility	Progress Reflection
Implement Electronic means of communicating with school community	<ul style="list-style-type: none"> By the end of term 1, the school will have electronic means of communicating established. 	Admin Team	<p>Within 3 months, electronic forms of communication with parents will be being trialled.</p>
Afford time for face-to-face meetings with parents, especially for ICP discussions	<ul style="list-style-type: none"> By the end of term 1, all parents will have had a face-to-face meeting with class teacher 	All Teachers	<p>All parents will have had a face-to-face meeting with their child's classroom teacher.</p>
Ensure that SETT Plan meetings are scheduled for all parents of students in Years 10, 11 & 12.	<ul style="list-style-type: none"> All students in Years 11 and 12 will have clearly articulated SETT plans. 	HoT&L, DP & Senior School Teachers	<p>Within 6 months all SET plans for students in Years 11 & 12 will have been reviewed.</p>
Maintain relationships with Early Childhood service providers, including kindergartens, AEIOU and schools	<ul style="list-style-type: none"> All transitions into and out of the ECDP will be smooth. 	HOSES & ECDP staff	<p>Special School staff will connect formally and informally to support colleagues from local schools.</p>

Our school at a glance

School Profile

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

Student Enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	173	190	201
Girls	46	52	56
Boys	127	138	145
Indigenous	17	21	16
Enrolment continuity (Feb. – Nov.)	93%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, students who attended Pine Rivers Special School came from quite a large geographic area that incorporated both rural and urban areas, including Lawnton, Bray Park, Strathpine, Bracken Ridge and Warner in the east, Petrie, Kallangur, North Lakes, Dayboro and Narangba in the North. Students also come a wide range of socio-economic and cultural backgrounds. Approx 5% of students were indigenous.

To be considered "Eligible for Admission" to Pine Rivers Special School, a student must have a verified diagnosis of an Intellectual Disability, which necessitates a significant adjustment to curriculum delivery or an alternative approach to schooling. Many students also have a verified diagnosis of ASD and some students have physical disabilities.

Average class sizes

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

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

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to Curriculum Delivery

While curriculum at Pine Rivers Special School had always been driven by an address of the requirements of the Australian Curriculum, until 2018 many teachers still used C2C Units which had been developed specifically for Students with Disabilities. Unfortunately, these units were found to not align sufficiently to the Australian Curriculum (Version 8), so there has now been a significant shift in our approach to Curriculum Implementation.

Co-curricular activities

In 2018, students from Years 8, 10 and 12 participated in a 3day, 2 night Camp at Currimundi Recreation Camp. This was a huge success and staff, who are committed to providing students with a range of extra-curricula activities on the same basis as their peers in regular schools.

Students within the Junior Secondary sector of the school participated in a range of Sports Gala Days and interschool sports activities. The school's Sport's Day and Colour Fun Run were hugely successful and well supported by parents and students.

In August the school once again entered a display in the Pine Rivers Show and incorporated a range of student art and literacy work and in November, our Graduating Students and their families enjoyed the Senior Formal and Graduation Ceremony, which was held once again at the Pine Rivers Bowls Club.

How information and communication technologies are used to assist learning

At Pine Rivers Special School, all classrooms are fitted with electronic whiteboards, which greatly enhance our ability to engage students with e-learning opportunities.

Ipads have also become a feature within classrooms, and an active staff committee guides the use of digital pedagogies within the school. In 2018, the Communication and Information Technologies committee continued to review Apps being used in classrooms, in an attempt to streamline the use of Ipads. Teachers are trained to use Proloquo2go and Clicker 5 as communication aids.

Social climate

Overview

At Pine Rivers Special School, all students are expected to demonstrate Safe, Friendly, Co-operative and Proud Learning Behaviours with teachers explicitly teaching students what this means and positive behaviours recognised and rewarded. It is expected that "all members of the school community treat one another with respect and dignity, and this expectation is modelled by all staff.

The school focuses upon the development of Positive Behaviours for Learning, and the Pedagogical Coaches worked with all teachers to further develop the Essential Skills of Classroom Management.

Since having all staff complete training in the principles of 'Team Teach', interactions with students (including those who are exhibiting escalated or challenging behaviours) are much calmer and subsequently the atmosphere within the school is generally calm and focused upon student learning.

While working with children whose learning needs are complex and sometimes challenging, 100% of staff say that they enjoy working at Pine Rivers Special School, and especially with the students who are all recognized as individuals.

A School Chaplain supports the school 2 days per week, and is a highly regarded member of our school community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	93%	97%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	96%	100%	100%
• their child is making good progress at this school* (S2004)	96%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	97%	100%
• this school takes parents' opinions seriously* (S2011)	96%	100%	100%
• student behaviour is well managed at this school* (S2012)	92%	97%	96%
• this school looks for ways to improve* (S2013)	100%	97%	100%
• this school is well maintained* (S2014)	96%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	89%	94%	96%
• they receive useful feedback about their work at their school (S2071)	76%	83%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	94%	96%
• students are encouraged to do their best at their school (S2072)	100%	98%	98%
• students are treated fairly at their school (S2073)	96%	98%	96%
• student behaviour is well managed at their school (S2074)	87%	92%	89%
• staff are well supported at their school (S2075)	77%	86%	83%
• their school takes staff opinions seriously (S2076)	83%	77%	78%
• their school looks for ways to improve (S2077)	93%	94%	87%
• their school is well maintained (S2078)	94%	94%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	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

Parents are encouraged to be active participants in their child's education. They are asked to participate in formal meetings around the development of an Individual Curriculum Plan (ICP), and are encouraged to discuss other issues relevant to the child's educational needs.

Informal communication between teachers and parents is supported through Daily Communication Books, emails and casual meetings.

We hope to build a positive working relationship with parents, so that as difficulties arise they can be worked through in an atmosphere of mutual trust and respect.

A small but enthusiastic group of parents forms our P&C committee, and the Admin is working to create other forums for community discussion and feedback. The School Chaplain supports informal gatherings of parents and aims to build these into a more-formalised Parent Support Group.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships.

The school's Mission Statement articulates the expectation that all members of the school community will conduct themselves in a manner that demonstrates respect for the individual, and support for one another.

The school rules reinforce the expectation that students will demonstrate friendly and cooperative behaviours, and this is explicitly taught and reinforced within classrooms.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	7	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school. At Pine Rivers Special School these are kept to an absolute minimum through the use of Support for the development of Positive Behaviours and a forgiving attitude of staff.

Environmental footprint

Reducing this school's environmental footprint

In 2018, all staff were reminded of their responsibilities around our environmental footprint, and many made a conscious effort to assist in the reduction, but as the school continues to grow, it is anticipated that this area will be a concern for the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	184,637	202,565	225,319
Water (kL)	4,704	7,684	903

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

The screenshot shows the 'Find a school' search interface. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a dark red color.

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

A rectangular button with the text 'View School Profile' in a dark red color.

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



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	61	<5
Full-time equivalents	50	42	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Department of Education does not collect a teacher qualifications record on an annual basis.

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	6
Graduate Diploma etc.*	3
Bachelor degree	40
Diploma	1
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 53,327.00

The major professional development initiatives are as follows:

- Communication Training:

During the Staff Professional Development Days in January, Amanda Hartmann presented to the whole staff around the use of Crescendo Boards and Proloquo2Go to facilitate Communication Training.

We also engaged Haylee Parfett to present to selected staff about the use of PODD Books, as part of our school's Communication Training strategy.

- Curriculum Implementation:

Several staff attended 'The Australian Curriculum Roadshows' and the school engaged the services of Dr Bronwyn Ewing (QUT, Kelvin Grove) to support Professional Learning around Maths pedagogy.

Staff also attended Special Education Curriculum Consortium activities around assessment.

- Building Staff Capability:

All teachers and Teacher Aides undertook refresher training in Team Teach, a strategy to help develop Positive Behaviours for Learning. The school also access the support of the Regional Behaviour Support Team to help us understand the school's Behaviour Data and to improve our working with students who exhibit complex and challenging behaviours.

Members of the Leadership team undertook various trainings around Financial Management, Purchasing Policy Growth Coaching and Leadership Capability.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

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

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	87%
Attendance rate for Indigenous** students at this school	75%	78%	75%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

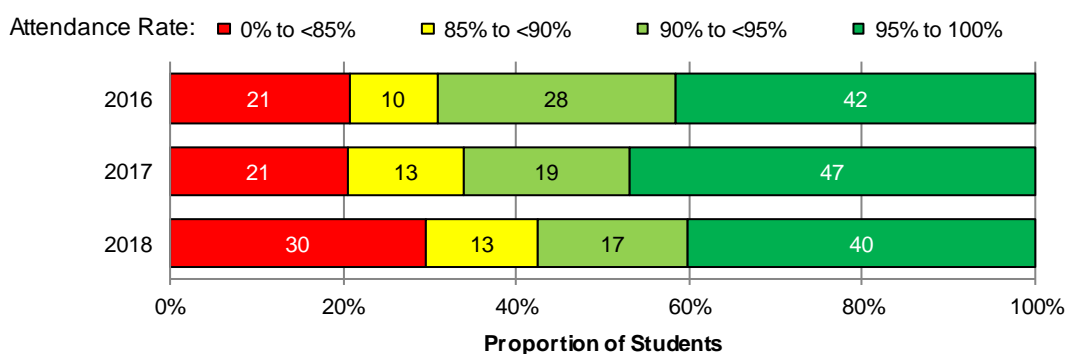
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	87%	91%	80%	Year 7	90%	89%	93%
Year 1	79%	88%	85%	Year 8	82%	89%	78%
Year 2	85%	88%	86%	Year 9	91%	71%	94%
Year 3	92%	83%	82%	Year 10	90%	77%	60%
Year 4	95%	95%	87%	Year 11	95%	87%	87%
Year 5	91%	95%	87%	Year 12	87%	91%	88%
Year 6	92%	94%	94%				

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

Similar to other State Schools, class rolls are marked twice daily, with SMS notifications sent to parents of students with unexplained absences, in line with the Same Day Notification strategy.

Parents of students who have been absent for 3 or more days receive a 'Friendly Call from the Teacher' to ascertain the reasons for absences and to determine whether they can be of assistance in having the student return to school.

The Principal and Deputies will follow up with parents regarding regular or unexplained absences.

Pine Rivers Special School actively promotes the "Every Day Counts" strategy and works with parents and students to maximize attendance.

NAPLAN

As all students at Pine Rivers Special School have verified disabilities, including an Intellectual Disability, no students access the NAPLAN Testing program.

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

How to access our NAPLAN results

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

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



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



Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	9	9	13
Number of students awarded a QCIA	9	9	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12		0%	
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP		0%	
Number of students awarded one or more VET qualifications (including SAT)	4	4	1
Number of students awarded a VET Certificate II or above	3	4	1
Number of students who were completing/continuing a SAT	0	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	44%	44%	8%
Percentage of QTAC applicants who received a tertiary offer.			

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

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

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	1	0	0
Certificate II	3	4	1
Certificate III or above	0	0	0

Note:

The values in table 15:

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

At Pine Rivers Special School, some students undertake a Certificate 11 in Active Volunteering as part of their Senior Secondary schooling.

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		69%	108%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		50%	

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

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

At Pine Rivers Special School, students are encouraged to remain at school until the end of their Year 12 year. The only students who withdraw from schooling prior to this time do so because of medical conditions that make their attendance at school extremely difficult.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.pineriversspecialschool.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>