



Aspley Special School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

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School Overview

Aspley Special School provides educational programs for about 100 students aged between 12 and 18 years of age with intellectual impairment and additional disabilities. The school is unique in that it is one of only two special schools in Queensland that provides programs only for secondary aged students with disabilities. This uniqueness has enabled the school to develop and maintain a focus on learning experiences tailored to preparing students for post-school life. As such, all programs are centred on ensuring students are ready to transition into the broader community as independently as their capability enables.

Aspley Special School is a leader in the provision of senior schooling programs for students with disabilities. Our reputation has been built on our famous recycling and hospitality programs. In recent years, it is also a result of our focus on delivering the Australian Curriculum, implementing innovative models of service delivery and expanding our senior schooling programs. Aspley Special School has been recognised with numerous educational and community awards including the Queensland Department of Education and Training's highest accolade, a Showcase Award (Senior Schooling). Aspley Special School has also received a National Australia Bank Schools First Award for community partnerships.

All students are encouraged to become as independent as possible. Each student has a Individual Curriculum Plan (ICP) or Senior Education and Training (SET) Plan that identifies priority learning goals which are developed by the staff, in consultation with parents, caregivers and students. In the Senior School (Years 10 to 12), students also have a student driven, aspirational Planning Alternate Tomorrows with Hope (PATH) plan. All aspects of each student's plans are focused on developing the skills required for post-school life.

Our school vision is 'For our students to extend their ability and readiness to engage in personally meaningful life activities as content, valued members of the broader community'. This vision is underpinned by our school motto 'Learning for Life'.

Principal's Forward

Introduction

This report provides an insight into key achievements of Aspley Special School in 2016. It outlines a focus on student support and achievement together with an investment into our staff so that they, in partnership with our parents and caregivers, maximise outcomes for every one of our students.

School Progress towards its goals in 2016

Improvement priority Post School Options.

Strategy All students have a PATH and SET plan in Year 10 that is revisited annually and adjusted as required to ensure that their Learning Goals enable receipt of a Queensland Certificate of Individual Achievement (QCIA).

Actions	Progress
Create PATH plan aligned to SET Plan for Year 10 students.	Completed for Year 10 students.
Review and revise PATH and SET Plans for Year 11 and 12 students aligning with Learning Goals of QCIA.	Completed for Year 11 and 12 students.
Ensure students registered, data entered, monitored and reviewed with QCAA.	Completed for students in Year 11 and 12.

Strategy Certificate 1 courses taught and assessed in AVP, and/or Agrifoods and/or Hospitality for students in Years 10 to 12 and ASDAN modules/courses taught and assessed for students who may not complete a Certificate 1.

Actions	Progress
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Trial flexible class groupings to enable delivery of Certificate 1 courses and ASDAN modules at the same time, with different groups of students.	Flexible groupings trialled and Certificate 1 courses delivered.
Ensure staff are trained to deliver and assess Certificate 1 and/or ASDAN.	Sufficient staff are trained to ensure delivery of Certificate 1 courses.
Deliver Certificate 1 Courses in AVP, Agrifoods and Hospitality.	Certificate 1 Courses in AVP, Agrifoods and Hospitality provided for students.
Formalise place of ASDAN within senior school curriculum and deliver ASDAN courses.	Ongoing.
Strategy Review, revise and renew local post-school service providers, employment/work locations and leisure/social providers.	
Actions	Progress
Review local post-school service providers, employment/work locations and leisure/social providers and source additional providers.	Reviewed and continuing to source additional providers especially via Post-School Expo.
Distribute post-school service providers, employment/work locations and leisure/social providers to staff.	Information has been provided to staff.
Coordinate and monitor access to post-school service providers, employment/work locations and leisure/social providers across classes.	Initial draft completed and ongoing monitoring to continue so a coordinated approach is implemented.
Strategy Students sample a variety of post-school service providers and/or employment/work locations and/or leisure/social providers in Year 11 and 12.	
Actions	Progress
Ensure sampling of providers by students.	Completed.
Use sampling outcomes to guide work experience, service provider and leisure/recreation placements.	Completed, especially for Year 12 students.

Improvement priority Communication and Literacy.

Strategy Students with complex communication needs have a communication matrix.	
Actions	Progress
Student communication matrices created, updated and revised.	Ongoing implementation with coaching from the Master Teacher and Speech Language Pathologists.
Staff share communication matrix information.	Ongoing with coordination from the Master Teacher and Speech Language Pathologists.

Strategy Students have a core and alternate communications system that enables the student to communicate with those they know and do not know.	
Actions	Progress
Speech Language Pathologists assist staff to create two communication systems for students.	Ongoing.
Implement, monitor and revise individual communication systems, as required.	Ongoing with a focus on PODD to use a consistent AAC device.
Strategy Train staff in use of 4 Blocks approach and align with Master Teacher's mentoring of staff.	
Actions	Progress
Provide Twilight Sessions on the 4 Blocks approach.	Completed with staff.
Implement and monitor whole-school 4 Blocks approach.	Implemented and continuing in 2017.
Implement and monitor intensive 4 Blocks approach with selected teachers.	Implemented, monitored and expanded in Semester 2, 2016.
Strategy Mentor and coach staff in data and standardised literacy test, OneSchool data entry and analysis to inform student literacy learning.	
Actions	Progress
Provide professional development on data collection, analysis and use.	Provided and ongoing.
Provide professional development on use of OneSchool to record, analyse and use data to inform planning.	Provided with ongoing coaching and scaffolding continues.
Using OneSchool, implement, monitor and support data collection, analysis and use.	Implemented, monitored and supported. Ongoing for 2017, with a focus on refining and creating consistency of data sets and assessment instruments.

Improvement priority Increasing staff capacity and welfare.

Strategy Analyse staff professional development plans to inform professional development offerings.	
Actions	Progress
Complete, implement and evaluate professional development plans for staff.	Completed for the majority of staff.
Complete annual mandatory training with all staff.	Completed

Strategy Actively seek new and replacement staff with skill sets that match student learning needs	
Actions	Progress
Liaise with TECESE to find new staff.	Liaised and continue to do so.
Liaise with Regional Office Human Resource staff.	Liaised and continue to do so.
Strategy Support wellbeing and social events for students and staff.	
Actions	Progress
Acknowledge and celebrate both student and staff achievement.	Learner of the Week Awards initiated and regular celebration of academic achievement to complement behavioural achievement.
Support a random acts of kindness week each term.	Supported.
Follow and support rehabilitation programs.	Supported and implemented as required to enable staff to return and/or continue work.

Future Outlook

The school will maintain and continue to pursue the same three improvement priorities established in 2016. These priorities are consistent with the school's four year strategic plan. These priorities are:-

Post School Pathways for Students

Communication and Literacy

Staff Capacity and Welfare

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	89	29	60	3	97%
2015*	100	35	65	2	98%
2016	104	37	67	3	97%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a Pre-prep** program.

** Pre-prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

In 2016, Aspley Special School provided educational programs for 104 students aged between 12 and 18 years of age with intellectual impairment and additional disabilities. These additional disabilities include autistic spectrum disorders, physical, vision and hearing impairments. The range of these disabilities as a per cent of the whole student group is below:

Intellectual Disability – 100%

Autistic Spectrum Disorders – 30%

Physical Impairments – 14%

Vision Impairments – 6.5%

Hearing Impairments – 4%

Of these students in 2016, about 40% have an additional disability/impairment (2 verified disabilities/impairments) and 8% have multiple disabilities/impairments (3 or more verified disabilities/impairments). Many students require additional support for specialised health requirements and complex or challenging behaviours. As a result, our students require the highest level of support and adjustments to access the curriculum.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 8 – Year 10	7	7	7
Year 11 – Year 12	8	8	8

*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

Aspley Special School has a Junior Secondary School program catering for students in Years 7, 8 and 9 and a Senior Secondary School program catering for students in Years 10, 11 and 12.

Students are grouped in like-ability and needs class groups where curriculum is matched to suit the learning needs and cognitive functioning of students. The abilities and previous learning the student has accomplished is the starting point for class groupings.

In the Junior School, teachers deliver collaborative English, Mathematics, Science and History units of work which are drawn from the Curriculum into the Classroom (C2C) materials provided by the Department of Education and Training (DET).

All students in the Senior School have a Senior Education and Training (SET) plan which outlines each student's individual learning and priority goals.

In the Senior School, all students receive a Queensland Certificate of Individual Achievement through outcomes obtained via individual and class-based programs.

Aspley Special School offers a range of programs for their students including:

- An innovative Hospitality program, which is accessed by students from approximately 16 surrounding state and independent schools, prepares students with commercial kitchen skills utilising an in-school tuckshop program and linked to the schools award winning *Frothee Coffee Shoppee*.
- A highly successful work experience program organises and matches students with a range of employers, suited to the student's needs.
- A Stephanie Alexander Kitchen Garden program assists students to acquire healthy living practices, through engaging in linked gardening and kitchen programs.
- A whole-school approach to teaching Relationships and Sexuality Education (RSE) ensures students are provided age-appropriate information, at a time that is relevant for them, to prepare them for the current and next stage of life.

Co-curricular Activities

During 2016, there were additional co-curricular options such as inter-school sport, hospitality, technology and media, choir, environmental studies, drama and social-skills focused groups.

High-Five days, aligned to the schools behaviour expectations, are used to celebrate positive behaviour, at the end of term and semester.

School-wide, differentiated daily exercise programs.

Performing Arts events.

Annual school events including the Senior formal, Award and Celebration evening, ANZAC day ceremonies and Remembrance Day and Carols by Candlelight.

A variety of school-camps were organised and targeted for the diverse range and age of learners within the school including the Annual Special School Fishing Competition.

How Information and Communication Technologies are used to Assist Learning

In 2016, Aspley Special School continued to invest in both physical Information and Communication Technology (ICT) resources and the capacity of staff to utilise these resources and other ICT strategies within the classroom. Investment in the training for teachers and teacher aides in managing the use of iPads and Applications, in a special school context, has ensured that staff are well equipped to deliver the required learning for today's technological world.

In addition to this, the school continued to purchase numerous applications and programs for use in the classroom.

Interactive Liquid Crystal Display (LCD) or Light Emitting Diode (LED) touch screens are in all classrooms.

Interactive technologies continue to be embedded in teacher planning and classroom practice.

Social Climate

Overview

Aspley Special School places a strong emphasis on its Positive Behaviour for Learning (PBL) program which has been integral in assisting to create a caring, safe, respectful, inclusive and positive school environment. This climate is regularly commented upon by our students, staff and visitors. It was also acknowledged and affirmed in the 2014 Discipline Audit executive summary <https://aspleyspecs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2014-executive-summary-discipline-audit.pdf> and Audit profile <https://aspleyspecs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2014-aspley-special-5page-profile-discipline.audit.pdf>, as published on the school's web site.

The core foundation of school beliefs at Aspley Special School is our *Rule of 5*. These five expectations permeate all aspects of Aspley Special School. The use of the PBL rules matrix contextualises these expectations to the different learning areas of the school which enables more consistency with reinforcement and strategies.

Aspley Special School has an effective pastoral care system in place where all students are attached to a home group and have a key staff member who acts as their case manager and point of reference, in areas where they may require additional support. The school's leadership team works collaboratively with staff, and the school's Guidance Officer and Chaplain, to respond supportively to the variety of issues that students may experience both within and outside of the classroom with student wellbeing always the priority of all intervention.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	95%	93%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	91%	93%
their child is making good progress at this school* (S2004)	100%	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	93%
teachers at this school motivate their child to learn* (S2007)	100%	95%	93%
teachers at this school treat students fairly* (S2008)	100%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	90%	93%
this school takes parents' opinions seriously* (S2011)	97%	81%	90%
student behaviour is well managed at this school* (S2012)	97%	100%	93%
this school looks for ways to improve* (S2013)	100%	85%	97%
this school is well maintained* (S2014)	100%	95%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	93%	100%
they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
they receive useful feedback about their work at their school (S2071)	96%	89%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	98%	96%	100%
student behaviour is well managed at their school (S2074)	94%	96%	96%
staff are well supported at their school (S2075)	98%	89%	98%
their school takes staff opinions seriously (S2076)	98%	91%	92%
their school looks for ways to improve (S2077)	100%	96%	98%
their school is well maintained (S2078)	96%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	93%	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

Aspley Special School seeks to foster positive relationships with parents and caregivers and to involve them whenever possible in their child's education.

Aspley Special School uses a range of strategies to establish and maintain close parent and caregiver links with the school, including:

- Coordinating and hosting Individual Curriculum Plan (ICP) and/or Senior Education and Training (SET) Plan meetings. These formal meetings involve the valuable exchange of information between parents and caregivers and teachers to collaboratively review and plan for the student's future pathway. Information packages are provided to the parents and caregivers to assist discussion when the meetings take place. At the meetings, the student's work program and progress towards the attainment of their priority goals is reviewed and together adjustments are made for the next 6 months of the plan.
- Organising and facilitating Planning Alternative Tomorrows with Hope (PATH) meetings with students in Year 10 and their parents and caregivers.
- Encouraging open communication by organising regular meetings with parents and caregivers to discuss their child's progress and work programs. These visits and resultant discussions help to ensure that both home and school are working together for the benefit of the student.
- Hosting a parent and caregiver information evening which provides detail about the different areas of the school, the curriculum offerings, Positive Behaviour for Learning (PBL) initiatives, camps and other general topics including Relationships and Sexuality Education (RSE).
- Using the student's school communication diary, to promote regular communication between home and school, as some of our students have a limited capacity to relay messages and information. This communication book serves the very important purpose of maintaining a close partnership between the school and home.
- Using a range of communication modes to ensure that parents and caregivers are kept up to date on their child's education. For some students, especially those with more complex medical or behavioural needs, this contact is often daily. Staff utilise phone calls, text messages, emails and the school newsletter as a means of communicating to parents and caregivers. The school embraces digital technologies for communication purposes. The website provides access to information for the school community in a user-friendly, contemporary format.
- Sending the school newsletter electronically to all parents and caregivers and ensuring the newsletter is accessible for parents and caregivers via their mobile devices.

- Contacting parents and caregivers via SMS if their child is absent from school without explanation, to ensure their child's safety and wellbeing is at the highest priority.

2016 was another busy year for the school's Parents & Citizens (P&C) Association. The P&C Association met formally and assisted greatly with school projects including the Walkathon and Sports Day. The P&C Association continues to be an important communication link between the school and the parents and caregivers of our students.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

The rule of five forms the core of our approach to respectful relationships. The school also engages students, parents and caregivers in focus days such as Bullying No Way to highlight respectful relationships. Our RSE program also reinforces respectful relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	0	3
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

Aspley Special School contains the Kingfisher Recycling Centre and through the efforts of our students, staff and volunteers we manage to recycle significant tonnes of recyclables every year. These efforts significantly reduced Aspley Special School's ecological footprint and offset our carbon output. In addition to this, Aspley Special School's footprint was further reduced by the generation of electricity through the solar panels installed on our hospitality buildings, as part of the Solar Schools program. With the ongoing development of Aspley Special School's gardening program, the school's organic composting procedures have also expanded. This not only reduces the amount of waste entering our bins but also promotes positive environmental behaviours for our students. There continues to be a concerted effort to reduce the use of paper in correspondence. Additionally, classroom procedures relating to energy use are outlined and communicated with staff including recommended settings and use of air-conditioning along with end of day and holiday procedures for limiting the consumption of electrical devices in stand-by mode.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	188,793	3,367
2014-2015	185,313	901
2015-2016	180,412	1,710

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	38	<5
Full-time Equivalents	28	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	22
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11,535.00

The major professional development initiatives are as follows:

- Australian Curriculum – Curriculum to the Classroom (C2C) for Students with Disabilities,
- Queensland Curriculum and Assessment Authority (QCAA) workshops and training in relation to Queensland Certificate of Individual Achievement (QCIA),
- Vocational Education Training Delivery and Qualifications in Certificate 4 in order to be able to deliver Certificate 1 courses,
- Literacy and Numeracy with a strong focus on communication and reading including the 4 Blocks Literacy training,
- Communication including AAC and PODD training,
- Relationships and Sexuality Education (RSE),
- Stephanie Alexander Kitchen Garden,
- Positive Behaviour for Learning (PBL) and specific targeted behaviour management professional development,
- Use of Information and Communication Technology (ICT), applications and programs,
- Student health including health planning, training and implementation of daily medical procedures with the Nurse and Therapists,
- Therapist training and professional supervision,
- Mentoring through Teacher Education Centre of Excellence and the Mentoring Beginning Teachers program,
- Staff Wellbeing, Safety and Mental Health,
- Rehabilitation Coordination and return to work training,
- Conferences – QASEL, SBMAQ, HACCC/MASS, and TADS.

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff were retained by the school, for the entire 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).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	94%	95%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

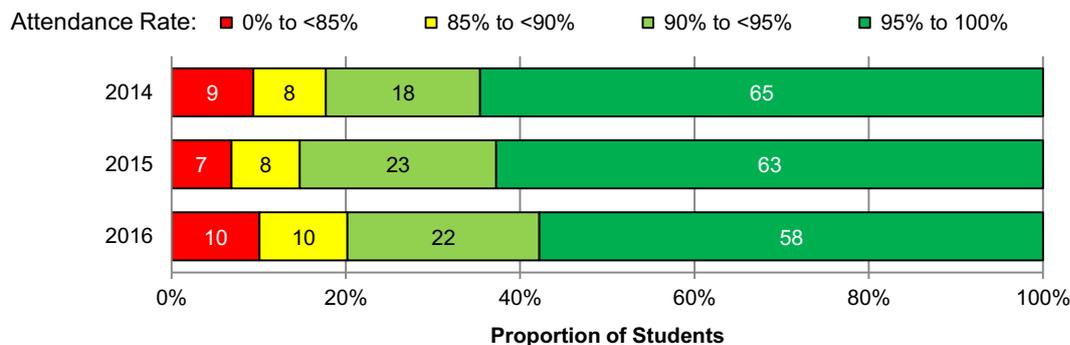
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015								95%	96%	94%	97%	96%	91%
2016								94%	93%	92%	93%	96%	94%

*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.

In the vast majority of instances, student absences were explainable and mainly due to ill health. Due to the specialised health needs of some of our students there can be regular and extended periods of absence due to illness. Staff do make every effort to contact and liaise with parents and caregivers regarding absences and this is done through a variety of methods including phone calls and written communication in the students' diaries/communication books.

Commencing in Semester 2 2016, Aspley Special School began implementing and trialling a same day notification of unexplained absence system. This is an electronic system that notifies parents and caregivers of an unexplained absence and prompts them to contact the school with an explanation for the absence.

NAPLAN

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.

Find a school

GO

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Government

Non-government

SEARCH

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 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	13	15	20
Number of students awarded a Queensland Certificate of Individual Achievement.	13	15	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	7
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%	35%

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	7	0	0

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

Students completed Certificate 1 courses.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

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

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leavers information

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

In 2016, no students left the school, for a reason other than moving house, prior to completing Year 12.

Conclusion

Another successful year for students enrolled at Aspley Special School. Most of the great programs at Aspley have been in place for many years. These programs are continually refined to ensure that they meet the needs of current students.