



Aspley Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Aspley Special School provides educational programs for 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 three special schools in Queensland that provides programs just for secondary aged students with disability. 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 possible.

Aspley Special School is a leader in the provision of senior schooling programs for students with disability. Our reputation has been built on our award winning 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's highest accolade, a Showcase Award in the Senior Schooling category. 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.*

Our school motto is Learning for Life.

School progress towards its goals in 2018

Improvement priority 1: Post School Pathways.

Strategy: Certificate 1 courses are taught and assessed in Access to Volunteering Program, Active Volunteering and/or Agrifoods and/or Hospitality for students in Year 10-12.	
Actions	Progress
Ensure staff are Training and Education (TAE) registered and upgraded to deliver and assess Certificate 1 courses.	Sufficient staff are trained to ensure delivery of Certificate 1 courses.
Strategy: Review, revise and renew local post school service providers, employment/work locations, leisure/social providers and employment agencies.	
Actions	Progress
Review current post school service providers; employment/work locations; leisure/social providers and post school employment agencies.	Completed.
Track each student's access to local post school service providers, employment/work locations and leisure/social providers.	Completed.
Coordinate and monitor access to post school service providers, employment/work locations and leisure/social providers across classes.	Completed.
Ensure Parents and Caregivers are provided with information sessions about NDIS roll out and post school pathway provisions.	Completed.

Strategy: Students are given opportunities to experience a variety of post school service providers and/or employment/work locations and/or leisure/social providers in Year 11 &12.

Actions	Progress
Ensure students are given opportunities to experience a variety of providers.	Completed.
Use feedback from experiences to guide future work experience, service provider, leisure/recreation placements and potential employment agency recruitment.	Completed and ongoing
Host a Post School Expo and provide a Bus Tour of post school sites to inform parents, caregivers and staff of future opportunities.	Completed.

Improvement priority 2: Communication and Literacy.

Strategy: Increase staff understanding of each student's communication ability and preferences to inform goal setting

Actions	Progress
Purchase additional Speech Language Pathologist time.	Completed.
Double the number of SLP meetings with class teachers to determine intervention priorities at an individual and class level.	Overall number of meetings increased balanced with prioritisation of student need.
Identify a list of prioritised students for individual support.	Completed.
Investigate the collection of communication skills data using the AAC pragmatics profile or The Dynamic AAC Goals Grid 2 (DAGG-2)	Completed and ongoing.
Mandate that all students will have a communication goal as one of their two priority goals.	Completed.

Strategy: Increase use of multimodal communication in the school community

Actions	Progress
Provide access to Pragmatic Organisation Dynamic Display (PODD) training for identified staff.	Completed.
Support teachers to increase multimodal communication in the classroom.	Completed.
Increase visible communication support around the school (e.g., ALS boards around the school).	Completed and ongoing.
Commercially print PODDs for Parent, Caregiver and staff use.	Completed.

Strategy: Build staff capability in implementing literacy.

Actions	Progress
Implement and monitor whole school literacy program, based on a Four Blocks approach.	Completed.
Support identified teachers to implement a Four Blocks approach through intensive mentoring.	Completed.

Improvement priority 3: Increasing Staff Capacity and Wellbeing.

Strategy: Build staff capability through professional development and mandatory training.

Actions	Progress
Complete, implement and provide feedback to staff regarding their performance development plans.	Completed and ongoing.
Create and trial a teacher and teacher aide feedback model and process.	Completed and ongoing.

Create and implement 3 Professional Learning Communities (PLCs) in the senior school. The PLCs will be based on transition focused education; communication and literacy; and curriculum, assessment, reporting and data.	Completed.
Reduce the number of whole school staff meetings and increase the number of sector meetings.	Completed.
Increase opportunities for teaching staff to plan collaboratively, moderate student work and share practice.	Completed.
Revise and simplify the pedagogical framework	Completed and ongoing.
Ensure that staff delivering QCIA and/or Certificate 1 courses are engaged in moderation processes to gain feedback on the student learning and their teaching.	Completed.
Build capability of leadership team through performance conversations, aligned to the Leadership Profiles.	Completed.

Strategy: Support staff wellbeing through providing opportunities for students and staff to be resilient and celebrate success.	
Actions	Progress
Train staff in and implement Maintaining Your MOJO tools.	Completed.
Utilise DoE regional staff to implement the Staff Wellbeing Action Plan to support staff wellbeing and foster a healthier workplace culture.	Completed.

Future outlook

The school will maintain and continue to pursue the same improvement priorities established in 2018. These priorities are consistent with the school's four year strategic plan. These priorities are:

Communication and Literacy

Staff Capacity and Wellbeing

Post School Pathways



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	104	94	86
Girls	37	33	29
Boys	67	61	57
Indigenous	3	2	3
Enrolment continuity (Feb. – Nov.)	97%	90%	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, Aspley Special School provided educational programs for 86 students aged between 12 and 18 years of age with an intellectual disability and additional disabilities. These additional disabilities include autistic spectrum disorders, physical, vision and hearing impairments. The approximate range of these disabilities as a per cent of the whole student group is below:

Intellectual Disability – 100%

Autistic Spectrum Disorders – 30%

Physical Impairments – 12%

Vision Impairments – 3%

Hearing Impairments – 4%

Of these students in 2018, about 45% 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

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	7	7	7
Year 11 – Year 12	8	8	9

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 7/8) the class size targets would be the lower cohort target.

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 classes 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. (DoE).

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 (QCIA) 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, that prepares students with commercial kitchen skills utilising an in-school tuckshop program and linked to the school's award winning *Frothee Coffee Shoppee*.
- A highly successful work experience program that organises and matches students with a range of employers, suited to the student's needs.
- A Stephanie Alexander Kitchen Garden program that 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) that 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 2018, there were additional co-curricular options such as inter-school sport, technology, media, choir, environmental studies, drama and social-skills focused groups.

School-wide and class specific, differentiated daily exercise programs.

Performing Arts events.

Annual school events including the Senior Formal, Award Days, ANZAC Day and Remembrance Day Ceremonies.

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 2018, Aspley Special School continued to invest in both physical Information and Communication Technology (ICT) resources and the capacity of staff to utilise these resources within the classroom. Investment in the training for teachers and teacher aides in managing the use of interactive Liquid Crystal Display (LCD), iPads, desk top computers 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.

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

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)	93%	91%	78%
• this is a good school (S2035)	93%	96%	94%
• their child likes being at this school* (S2001)	100%	91%	100%
• their child feels safe at this school* (S2002)	100%	91%	100%
• their child's learning needs are being met at this school* (S2003)	93%	91%	94%
• their child is making good progress at this school* (S2004)	93%	91%	88%
• teachers at this school expect their child to do his or her best* (S2005)	93%	91%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	100%
• teachers at this school motivate their child to learn* (S2007)	93%	91%	94%
• teachers at this school treat students fairly* (S2008)	97%	91%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	94%
• this school works with them to support their child's learning* (S2010)	93%	96%	82%
• this school takes parents' opinions seriously* (S2011)	90%	91%	76%
• student behaviour is well managed at this school* (S2012)	93%	91%	94%
• this school looks for ways to improve* (S2013)	97%	91%	89%
• this school is well maintained* (S2014)	100%	95%	94%

* 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 (S3404)	97.4%	100%	95.6%
• they like being at their school* (S3400)	100%	95.9%	97.7%
• they feel safe at their school* (S3401)	96.3%	100%	95.5%
• teachers treat students fairly at their school* (S3402)	95%	95.8%	95.7%
• their school gives them opportunities to do interesting things* (S3403)	97.5%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	92%	88%
• they receive useful feedback about their work at their school (S2071)	94%	84%	82%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	100%	88%	98%
• student behaviour is well managed at their school (S2074)	96%	88%	90%
• staff are well supported at their school (S2075)	98%	84%	83%
• their school takes staff opinions seriously (S2076)	92%	90%	83%
• their school looks for ways to improve (S2077)	98%	92%	90%
• their school is well maintained (S2078)	98%	90%	98%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	98%

* 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) or Senior Education and Training (SET) Plan meetings. These formal meetings involve the valuable exchange of information between parents or caregivers and teachers to collaboratively review then plan for the student's future pathway. Information packages are provided to the parents or 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 or caregivers.
- Encouraging open communication by organising regular meetings with parents or 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, PBL initiatives, camps and other general topics including 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 or 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.
- Ensuring the school newsletter and newflashes are transmitted electronically to all parents and caregivers makes this accessible on 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.

2018 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 Sports Day. The P&C Association continues to be an important communication link between the school and the parents or caregivers of our students.

Respectful relationships education programs

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

The Rule of 5 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 other offerings, PBL initiatives, camps and other general topics including the RSE program, also reinforces respectful relationships.

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	2	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	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.

Environmental footprint

Reducing this school's environmental footprint

Aspley Special School contains the Kingfisher Recycling Centre. Through the efforts of our students, staff and volunteers, we manage to recycle significant tonnes of materials 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.

The Kingfisher Recycling Centre is a registered Brisbane City Council Community Composting Hub. This enables members of our community, especially those who do not have a backyard, to recycle vegetable scraps to become compost. It also prevents vegetable scraps being dumped with general waste.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	180,412	183,380	171,791
Water (kL)	1,710	1,952	1,463

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.

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

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	29	38	<5
Full-time equivalents	26	24	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	2	
Graduate Diploma etc.*	7	
Bachelor degree	18	
Diploma	2	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$24,018.00

The major professional development initiatives are as follows:

- Staff Wellbeing, Safety and Mental Health.
- Maintaining your MOJO training.
- Rehabilitation Coordination and return to work training.
- Positive Behaviour for Learning (PBL) and Non-Violent Crisis Intervention new and refresher courses.
- Mentoring through Teacher Education Centre of Excellence.
- Balanced Literacy.
- Pragmatic Organisation Dynamic Display (PODD) workshops.
- Queensland Curriculum and Assessment Authority (QCAA) workshops and training in relation to Queensland Certificate of Individual Achievement (QCIA).
- Use of Information and Communication Technology (ICT), hardware, applications and programs.
- Stephanie Alexander Kitchen Garden Program.
- Student health including health planning, training and implementation of daily medical procedures with the Nurse and Therapists.
- Therapist training and professional supervision.
- Conferences – QASEL, SBMAQ, HACC/MASS, and TADS.

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

The proportion of the teaching aide 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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	94%	91%	91%
Attendance rate for Indigenous** students at this school	95%	94%	64%

* 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

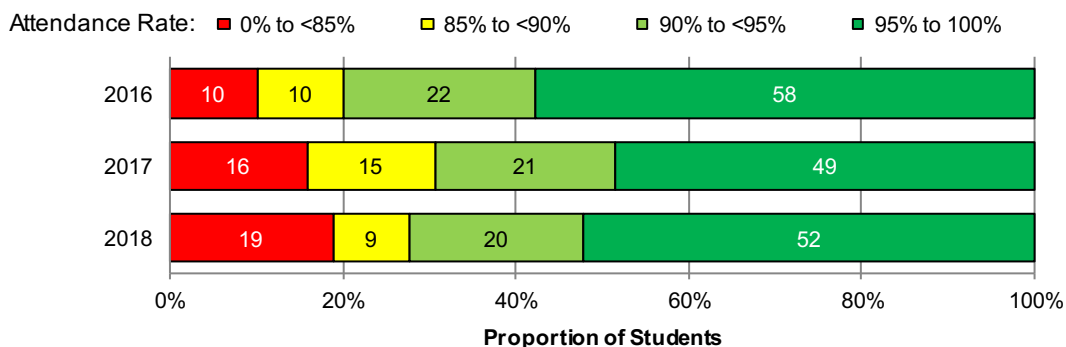
Year level	2016	2017	2018
Year 7	94%	89%	90%
Year 8	93%	89%	88%
Year 9	92%	91%	86%
Year 10	93%	92%	95%
Year 11	96%	93%	91%
Year 12	94%	91%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Most 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 or caregivers regarding absences. This is done through a variety of methods including SMS, phone calls and written communication in the students' diaries/communication books.

Aspley Special School uses a same day notification of unexplained absence system. This is an electronic system that notifies parents or caregivers of an unexplained absence and prompts them to contact the school with an explanation for the absence.

Year 12 Outcomes

Tables 13–14 show for this school:

- a summary of Year 12 outcomes
- 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	20	25	13
Number of students awarded a QCIA	20	25	13
Number of students awarded one or more VET qualifications (including SAT)	7	17	3
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	35%	68%	23%

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: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	7	17	3
Certificate II	0	0	0
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).

Apparent retention rate – Year 10 to Year 12

Table 15: 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		104%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	

Notes:

1. 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%).
2. *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.

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

Conclusion

It has been 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.

