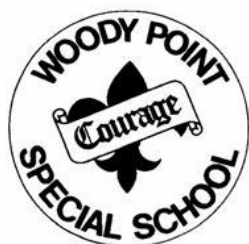


Woody Point Special School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Our school is located at Woody Point on the Redcliffe Peninsula. It provides an educational program for students with disabilities who live in surrounding areas of Brighton and Deception Bay, as well as students living on the Redcliffe Peninsula.

Our school community consists of students, staff and parents all working together with supporting professionals to provide a specialised learning environment which results in positive learning outcomes. These outcomes are based on strong relationships and effective communication for our diverse population. Our school strives to provide excellence in educational provision for all students.

Our school not only provides educational programs for students from Prep to Year 12 but also features an Early Childhood Development Program (ECDP). We also work closely in partnership with Redcliffe Special School to ensure that all students in our shared catchment achieve great results.

This report outlines the progress of the school during 2014 and our plans for the future.

School progress towards its goals in 2014

Australian Curriculum

- ✓ Australian Curriculum fully introduced across all classes.
- ✓ SWD C2C units implemented and student achievement moderated.
- ✓ Workplace reform completed to engage a Head of Curriculum to commence 2015.
- ✓ Agreement across Special School cluster to engage a Master Teacher commencing 2015 to focus on literacy development.

Differentiation

- ✓ Individual Learning Plans (ILPs) in place for all students.
- ✓ Individual Curriculum Plans (ICPs) trialed with selected students.
- ✓ Key teachers participated in SECC project focusing on curriculum delivery for students working on the General Capabilities.
- ✓ Responsible Behaviour Plan for Students reviewed and published.

Developing Performance and Wellbeing

- ✓ All teachers and teacher aides have a current Performance Development Plan in place.
- ✓ Teacher Performance Development Plans align to the AITSL: Australian Professional Standards for Teachers.
- ✓ Agreed collaborative Norms in developed, endorse and implemented across the campus.
- ✓ All teacher aides completed training in the MSSWD online learning courses.
- ✓ Leadership team completed Quality School Inclusive Leaders (QSIL) training.
- ✓ Continued celebrations of staff success (e.g. WPSS thank you cards), implementation of new Employee Assistance Service, and introduction of TGIF (staff wellbeing breakfasts).
- ✓ Annual Professional Development Plan developed and implemented.
- ✓ Staff completed DSE modules appropriate to their role.
- ✓ Review completed of roles and responsibilities of the school leadership team.

- ✓ Regular leadership meetings scheduled focusing on student outcomes.
- ✓ Classroom walkthroughs conducted.

Pedagogical Framework

- ✓ Continued implementation of the Art and Science of Teaching (ASOT).
- ✓ Continued implementation of School-wide Positive Behaviour Support.
- ✓ Teachers participated in the Watch Others Work (WOW) program.
- ✓ Peer reviews conducted to focus on ASOT DQ 6.

Parent and Community Engagement

- ✓ Draft parent and community engagement framework developed.
- ✓ Parent information sessions provided to families.
- ✓ Annual events calendar published on website.
- ✓ Parent involvement in goal setting for senior students enhanced through participation in PATH process.
- ✓ Engagement in the Peninsula Early Learning Strategy (PELS).
- ✓ Engaged a new school chaplain.
- ✓ Formal engagement with Early Learning Centers across the local Peninsula area.

Teaching and Learning

- ✓ Lead teachers identified for Intensive Interaction implementation.
- ✓ Intensive Interaction coach engaged to commence beginning 2015.
- ✓ Intensive Interaction Professional Development arrange for PFD 2015.
- ✓ Senior school teachers participated in QCIA moderation.
- ✓ Digital differentiation PD and coaching delivered to teachers.

Future outlook

2015 priority goals as identified in the school annual implementation plan:

Teams

- ✓ Continue to train teacher aides in the MSSWD online courses in relevant disability specific areas.
- ✓ Ensure consultation and feedback structures are in place and occur in a timely manner (once a term).
- ✓ Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.
- ✓ Implement processes to monitor and support staff personal wellbeing.
- ✓ Principal Performance Development Plan in place with ARD with clearly identified leadership focus.
- ✓ Implement supervisory processes in consultation with the new Regional and State-wide ARD model.
- ✓ Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.
- ✓ Implement new Sector Leaders model with reviewed roles and responsibilities.
- ✓ Continue to deliver Developing Leaders Program to all staff as a self-nominated personal growth opportunity.
- ✓ Consolidate new leadership team; incorporating new positions (e.g. HOC, Master Teacher) and personnel.
- ✓ Articulate a whole school improvement agenda that is shared and known by all in the school community, and overtly and rigorously enacted.
- ✓ Continue to collaborate closely with Redcliffe Special School through the Master Planning process and facilities development.
- ✓ Seek opportunities for joint activities to build student, staff and community relationships between Woody Point and Redcliffe Special Schools.
- ✓ Promote the use of the agreed *Woody Point Collaborative Norms* at all formal and informal meetings.
- ✓ Introduce Professional Learning Communities (Harris and Jones model).
- ✓ Realign committee structures to school priorities.
- ✓ Actively seek opportunities to increase staff engagement and morale.
- ✓ Use multiple communication channels to communicate with parents e.g. email, SMS, Q schools app etc.
- ✓ Provide programs and opportunities for parents to build their capacity to support their child's learning.

Pedagogy

- ✓ Embed English, Mathematics, Science, History & Geography (Australian Curriculum) ensuring alignment with community expectations.
- ✓ Develop a whole school curriculum plan, which addresses student learning needs and is *informed by student performance data to support continuous improvement of student achievement*.
- ✓ Build ICT knowledge and skills across the school, to improve student outcomes, through digital learning opportunities with a strong focus on curriculum access, literacy and numeracy.
- ✓ Embed Intensive Interaction as a pedagogical approach for developing the fundamentals on communication.
- ✓ Appoint Intensive Interaction coach to support staff (0.2 FTE).
- ✓ Create opportunities for *Supporting Successful Transitions into School* for students entering Prep from ECDP and other early learning settings.
- ✓ Create opportunities for peer observation and feedback within the ECDP and Early Years sectors.
- ✓ Engage in ongoing professional development relating to pedagogical approaches for early phase learners.
- ✓ Develop opportunities for the newly appointed Master Teacher to work alongside teachers to improve teaching practices.
- ✓ Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting.
- ✓ Identify whole school approaches to teaching literacy and numeracy.
- ✓ Continue to develop and embed an overarching Pedagogical Framework based on ASOT.
- ✓ Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- ✓ Ensure teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers.

School-wide Positive Behaviour Support (SWPBS)

- ✓ Continue to implement Phase 1 of School wide Positive Behaviour Support (SWPBS) with a focus on the analysis of student behaviour data.
- ✓ Introduce the school Mascot (PeI-I-can).
- ✓ Initiate direct and explicit teaching of school expectations.
- ✓ Establish a whole school system to encourage and acknowledge positive student behaviour.
- ✓ Redefine the role and purpose of the school's Student Support committee and ensure teachers are aware of how to access support.
- ✓ Introduce Team-Teach to support staff with appropriate strategies to manage and de-escalate challenging behaviours.
- ✓ Develop school guidelines on the use of positive touch as an appendix to the *Responsible Behaviour Plan for Students*.

Data

- ✓ Identify consistent data collection tools for communication, literacy and numeracy, provide training and resources to teachers and link new and existing data to OneSchool dashboard.
- ✓ Implement and engage in regular data review cycles to inform improvement, guide teaching.
- ✓ Further develop teacher expertise in data analysis to inform effective teaching and learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	91	33	58	88%
2013	92	33	59	95%
2014	91	33	58	99%

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

Woody Point Early Childhood Development Program (ECDP) also offered Playgroup and Prior to Prep programs for 86 students during 2014.

Characteristics of the student body:

Woody Point Special School caters for a diverse range of students in both the ECDP (Early Childhood Development Program) and school. Students in the ECDP demonstrate a suspected or confirmed disability and are approved for attendance by North Coast Regional. Some students who attend the ECDP will continue at Woody Point Special School for their schooling while others will transition to local primary schools.

Students in the school must have a verified Intellectual Disability and may have other disabilities such as autistic spectrum disorder (ASD), physical, hearing or vision impairment. Some of our students have health related issues and require support for medical procedures at school.

Our students travel from several surrounding suburbs, mainly within the Moreton Bay Regional Council area. They have a wide range of socio economic, ethnic, family composition and cultural backgrounds. Most students live in urban areas such as Brighton, Redcliffe Peninsula, Deception Bay, Rothwell. A few students live outside the school's usual boundaries in areas such as Narangba, North Lakes, Morayfield.

Woody Point has a very small proportion of students who are indigenous, or who have non-english-speaking backgrounds. Class sizes range from 4-7 depending on the needs of the students.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	4-7	4-7	4-7
Year 4 – Year 7 Primary	4-7	4-7	4-7
Year 7 Secondary – Year 10	4-7	4-7	4-7
Year 11 – Year 12	4-7	4-7	4-7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	2	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

During 2014, Woody Point Special School provided specialised educational programs for students with a range of disabilities and multiple impairments. This school seeks to provide a happy, safe, supportive and effective learning environment that creates a feeling of trust and security for students and their families and leads to the development of each student's individual potential.

- ✓ All students at Woody Point Special School have access to the Australian curriculum.
- ✓ Communication programs run across all areas of the school and a range of communication strategies are implemented including; Key Word Signing, Picture Exchange, Speech Generating Devices and Intensive Interaction.
- ✓ In the ECDP, Curriculum is developed around the Early Years Learning Framework.
- ✓ Across the campus all students' programs are developed by teachers in conjunction with parents, therapists and other stakeholders. Programs are individualised and adjusted to suit the needs of our diverse student population. Units of work are linked to students' ILP, SET or curriculum goals.
- ✓ Communication is a strong focus for all students at Woody Point and linking learning to real life situations is a distinctive feature of the School.
- ✓ Our HPE program, which incorporates swimming, is delivered by the school's specialist PE teacher.

Extra curricula activities

The school offers a range of activities that in many schools would be considered as extra-curricular, but are integral parts of the curriculum at Woody Point Special. Many of these activities are part of our community based learning programs. Our varied curriculum offerings include:

- ✓ Visits to local community recreation activities such as parks, ten-pin bowling, swimming pools and horse riding.
- ✓ School camps.
- ✓ Individual and group visits to post school service providers.
- ✓ Swimming and activities in a water environment at school and at local venues.
- ✓ Special events days held at our school, other schools and in the community.
- ✓ Peninsula Fun Run.
- ✓ Multi-sensory programs are delivered in the school's multisensory room.
- ✓ Selected Arts Council programs each year are accessed by students.

How Information and Communication Technologies are used to assist learning

A range of ICTs are used to support students to access the school curriculum, and encourage student engagement. Speech Generating Devices (SGD), Interactive Whiteboards, iPads, touch screens, switches and a range of adapted hardware and software are utilized by classroom teachers.

Social Climate

Woody Point Special School is a place where every child, parent and staff member is valued. Diversity is celebrated. The school provides a positive learning environment for all students during all 'on' campus and community based curriculum offerings.

The School Chaplain provides support to parents, students and staff of the ECDP and the school. The partnerships the chaplain has developed with local churches, businesses and community organisations provides a network of local support and assistance when needed. The school is fortunate to employ an *Educational Program Officer* who supports a Volunteer Program and seeks and maintains links with community organisations. Strong links exist between the school and other community groups including; local service groups (e.g. Lions, Rotary).

Our school is in the first Phase of School Wide Positive Behaviour Support and our three school expectations guide students' interactions across the campus:

- ✓ I can be Safe.
- ✓ I can be a Learner.
- ✓ I can be Respectful.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	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)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	96%	100%
teachers at this school treat students fairly* (S2008)	97%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	93%	100%
this school works with them to support their child's learning* (S2010)	97%	93%	100%
this school takes parents' opinions seriously* (S2011)	100%	93%	100%
student behaviour is well managed at this school* (S2012)	100%	93%	100%
this school looks for ways to improve* (S2013)	100%	93%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	N.A.	N.A.	N.A.
they like being at their school* (S2036)	N.A.	N.A.	N.A.
they feel safe at their school* (S2037)	N.A.	N.A.	N.A.
their teachers motivate them to learn* (S2038)	N.A.	N.A.	N.A.
their teachers expect them to do their best* (S2039)	N.A.	N.A.	N.A.
their teachers provide them with useful feedback about their school work* (S2040)	N.A.	N.A.	N.A.
teachers treat students fairly at their school* (S2041)	N.A.	N.A.	N.A.
they can talk to their teachers about their concerns* (S2042)	N.A.	N.A.	N.A.
their school takes students' opinions seriously* (S2043)	N.A.	N.A.	N.A.
student behaviour is well managed at their school* (S2044)	N.A.	N.A.	N.A.
their school looks for ways to improve* (S2045)	N.A.	N.A.	N.A.
their school is well maintained* (S2046)	N.A.	N.A.	N.A.
their school gives them opportunities to do interesting things* (S2047)	N.A.	N.A.	N.A.

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		92%	95%
they receive useful feedback about their work at their school (S2071)		86%	98%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		98%	98%
student behaviour is well managed at their school (S2074)		94%	95%
staff are well supported at their school (S2075)		79%	91%
their school takes staff opinions seriously (S2076)		81%	90%
their school looks for ways to improve (S2077)		94%	95%
their school is well maintained (S2078)		90%	93%
their school gives them opportunities to do interesting things (S2079)		92%	95%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents work as close partners with our teachers. Most teachers communicate daily with parents directly or via the students' communication books. Formal ILP meetings were held every six months during 2014. Parents are also involved in developing Transition Plans and Educational Adjustment Profiles for students at critical junctures. Parents are welcome in classrooms and regularly participate in activities and celebrations of the school. The Parents and Citizens (P&C) Association meets monthly.

The school publishes a fortnightly newsletter and often sends extra information to parents about upcoming events. During 2014 a twice-yearly colour magazine was continued with photos of all school students and a range of activities depicted. The school website includes newsletters, school reports and other current information. Regular workshops and information sessions are developed and presented to parents across identified areas of need.

Again in 2014, the school continues to be rated highly by parents and staff in the *School Opinion Survey*. As in previous years, the staff continue to report satisfaction above the state mean for most categories.

Reducing the school's environmental footprint

Several changes have been introduced to reduce the school's environmental footprint. Solar panels have been installed on the pool roof to lessen electricity usage. A major working bee takes place annually with outside community assistance to mulch gardens throughout the school. Water usage for gardens in the school is negligible.

Tank water is used to top up school pool. A substantial upgrade of the pools heating and filtration system was completed this year, improving overall energy efficiency.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	140,472	855
2012-2013	138,366	969
2013-2014	142,269	807

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.

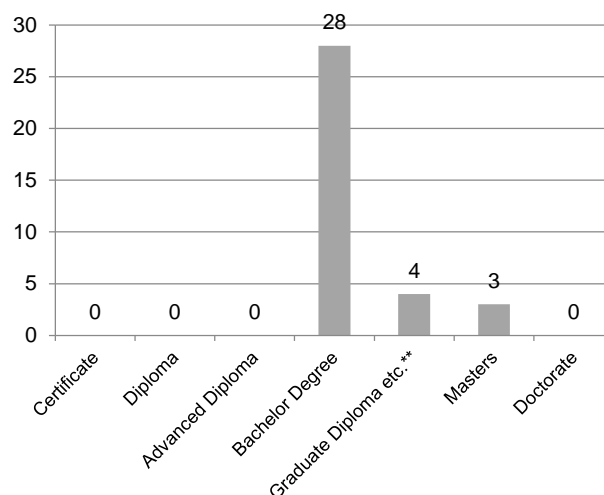
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	49	0
Full-time equivalents	27	32	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
Total	35



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 47 518.

The major professional development initiatives are as follows:

- ✓ Membership of SECC (Special Education Curriculum Cluster) and participation in curriculum projects.
- ✓ Whole staff, student free day activities.
- ✓ Twilight professional development sessions.
- ✓ Queensland Association of Special Education Leaders (QASEL) conference.
- ✓ Spectronics ICT Conference.
- ✓ MSSWD online training modules.
- ✓ Peer Coaching.
- ✓ Developing Performance Framework.
- ✓ Mentoring Beginning Teachers Program.

Key focus areas for professional learning included:

- ✓ Art and Science of Teaching (ASOT).
- ✓ Mandatory training requirements (e.g. Student Protection, Code of Conduct, Workplace Health and Safety).
- ✓ Intensive Interaction.
- ✓ Literacy and Numeracy.
- ✓ Collaborative practices.
- ✓ Disability specific training.
- ✓ Specialised health and emergency action plan management.
- ✓ Developing leadership density.
- ✓ Australian Curriculum implementation with a focus on general capabilities, assessment and moderation processes.
- ✓ Individual Learning Plans and Individual Curriculum Plans.
- ✓ Digital Differentiation (iPad implementation, Proloquo2go, Tap to Talk).
- ✓ School-Wide Positive Behaviour Support.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

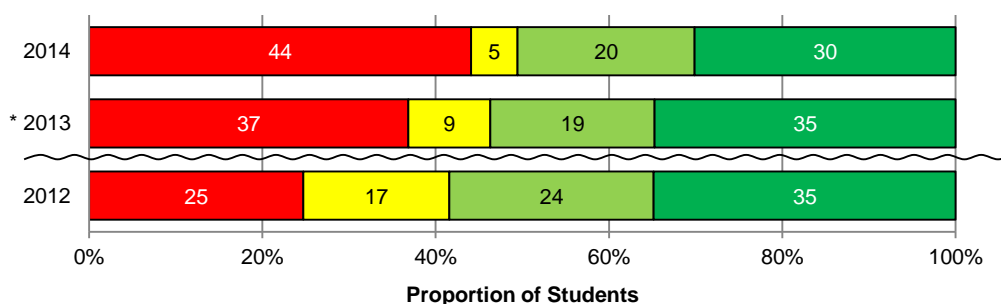
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	84%	84%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Parents are asked to telephone the school to leave a message advising the school of student absences with an explanation. If students are absent for more than three days without explanation, the school will contact the parent to check the welfare of the child.

It is understood that in some cases, the child's medical conditions limit the ability to attend school regularly. It is important that the school community recognises that student health can be compromised by minor childhood illnesses. The school philosophy is to work closely with families. At times individual case meetings are held to support student attendance.

Class rolls are marked daily. All parents/caregivers who remove a student from the school during the day must do so through the administration office. The afternoon roll is marked on departure.

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

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

Search by school name

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Given the small number of Indigenous students (less than 5) who attend Woody Point Special School respect to their individual privacy has been considered in reporting results below.

With regard to closing the gap in student achievement no data is available in the 2014 *Closing the Gap Report* as no Indigenous or Non-Indigenous Students completed NAPLAN assessments. However assessment of their individual learning goals would indicate that there is no discernable gap in learning achievement between Indigenous and Non Indigenous learners at Woody Point Special School.

Any differences in attendance and retention relate more specifically to students individual personal health for both Indigenous and Non-Indigenous students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	2	2	3
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	3
Number of students receiving an Overall Position (OP)	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	0	0	0
2013	0	0	0
2014	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

During 2014, there were no early school leaver in Years 10, 11 or 12.