



# Narbethong State Special School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Narbethong Special School has provided educational programs for students with vision impairment since 1963. Narbethong is an aboriginal word meaning 'happy place'. The school currently provides educational programs for students with vision impairment and additional disabilities based on the teaching methodology of an Active Learning Approach. All classroom teachers develop appropriate curriculum learning plans and individual learning plans for students. Parents are encouraged to be active participants in this process. Additional knowledge and support is also provided by departmental therapists. Classroom programs are developed around students' developmental levels, their individual plans and visual assessments. These programs are designed around a number of focus areas including gross and fine motor developmental activities, language development, play and spatial perception.

Our curriculum is an amalgamation of the Australian Curriculum, the FIELA Curriculum and the Expanded Core Curriculum for Vision Impaired Students. The school motto is "Learn by Doing" and this is practised by students each day and within every learning activity given.

All surveyed parents are satisfied or very satisfied that this is a good school. A school 'open door' approach encourages parents to be actively involved in their child's educational program. We have a small but very dedicated group of parents involved in the school P&C association who fundraise throughout the year to purchase some of our specialised equipment.

## Principal's Foreword

### Introduction

The Narbethong State Special School 2017 report highlights the achievements and activities of the students and staff of the school for 2017. It has been another significant year in the lives and development of our students from our EDCP group through to our senior school students. We have continued to build on the expertise and knowledge of our staff and develop initiatives that encourage and nurture the development, social and emotional growth of our students. We participate in professional development aligned to student and school priorities for all our staff and other visiting professionals. The school continues to provide professional development support to other educators from within Queensland, other Australian States and overseas educational facilities. We encourage



reflection, evaluation and the enhancement of student opportunities via considered discussion and professional debate among our staff.

Our goals, as outlined within the individualised curriculum plans and individual learning plans of students, support the needs not only of the student but also families. Our students have at least two verified disability areas – vision impairment and intellectual impairment – with the majority of our students having additional verified areas of disability. This report outlines the school's approach to meet the diverse needs of our students from an educational perspective while also supporting their complex health needs.

Our students live in a very wide geographical area and the majority travel to school via the departmental transport assistance program. Due to their extremely high and specific educational needs students our students cannot be supported within their local school areas.

We continue to advocate for appropriate resourcing and facility enhancement for the school's distinctive programs and to facilitate the efficient and effective programs embedded within the school environment.

Our goal, along with our families, is to continue in our provision of a nurturing, safe, happy and individual learning environment for our students that will enrich their lives and support their development.

### **School Progress towards its goals in 2017**

Our school improvement agenda focussed on the alignment of the Australian Curriculum, the FIELA Curriculum and the Expanded Core Curriculum for Students with Vision Impairment. To achieve success we initially examined each document to find the similarities within each to enable us to confidently plan, implement and assess curriculum lessons offered to our students. Each Unit of work was collaboratively designed by a team of teachers assisted by the Head of Curriculum (HOC) and agreed upon by the school administration team. We also used when appropriate the departmental C2C material with adjustments for our student's learning needs. Staff have a strong understanding and use of all 3 documents when planning learning experiences for students and use a common language built upon this understanding.

A second improvement priority was and still is the continuation and expansion of student communication. The majority of the work provided in this space in 2017 was the design and creation of individual PODD materials for the majority of students and the introduction of technology devices for a smaller cohort of students. This priority continues to be a main focus for 2018.

Key successes were:

- Professional development of staff within key areas of the Australian, FIELA & ECC-VI and implementation of innovative ways to maximise student engagement and learning
- Networking and community engagement between school, home and outside agencies to strengthen student participation and access to activities
- Knowledge based learning opportunities shared with parents and carers to enhance their abilities to advocate for the child's present and future needs.

### **Future Outlook**

Narbethong State Special School's focus for 2018 will be:

- Mentoring of beginning and newly appointed teaching staff
- Senior teachers to take leadership roles to support and increase staff competencies and knowledge regarding curriculum
- Specific focus on student attainment of an appropriate form of communication
- Formation of a team consisting of the Deputy, HOC, Speech Language Pathologists and Senior teacher to examine and trial most appropriate testing material to assess student current and future communication needs
- Workforce planning aligned to Teacher Professional Development Plans
- Continued focus on achieving best practice in transdisciplinary teams.

- Professional development opportunities for parents and carers in relation to the explicit communication method used by their child
- Continued focus to ensure all students develop to their full potential in relation to communication.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	59	24	35	1	98%
<b>2016</b>	57	23	34	1	98%
<b>2017</b>	59	22	37	1	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Due to the unique nature of the curriculum and teaching methodology offered at the school our student population travel from a number of suburbs within Brisbane, Ipswich and Logan. Additional to this student population we have 24 students enrolled within our Early Child Development Program (birth to 5 years) some of these younger students will leave our school to enrol at their local Prep facility or enrol at a school with a Special Education Program while the remaining students may be eligible for enrolment in our school.

All of our school aged students have been identified as having at least two areas of disabilities with vision having the most significant impact on their learning. The specialist nature of support necessitates a very close relationship forming between home and school and strengthens our ability to provide the most appropriate educational program.

We have 5 students in the main school who have dual sensory loss (deafblind) and these students require a much specialised program and a significant staff: student ratio. We also have a class of 5 students who are verified within the categories of vision and autism and similarly require a high staffing ratio and a much specialised program.

Class sizes – Proportion of school classes achieving class size targets in 2017. Our student population is not graded according to chronological age but are assigned to classes by disability specific needs, medical needs and similar ages.

## Average Class Sizes

The following table shows the average class size information for each phase of schooling. It is important to note that our staffing ratio is high as we have 1 teacher for 4 students. We also have teacher-aides with permanent hours attached to our school and a number of 'nursing hours' (recognition of the complex medical needs of some students) also provided, so this staffing allows us in some classroom to provide a ratio of 3 adults for 4 students.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	4	4	4
Year 4 – Year 6	4	4	4
Year 7 – Year 10	4	5	4
Year 11 – Year 12	4	4	4

## Curriculum Delivery

### Our Approach to Curriculum Delivery

As every student in this school has an individual curriculum plan & an individual learning plan the teachers are highly skilled at making adjustments to all learning material and environments to provide every opportunity for students to engage with the programs. Our Early Childhood programs are highly valued within the school and the wider community and as such we allocate additional staffing in the way of teachers and teacher-aide to this area of learning. Special schools do not receive additional staffing for music or physical education and these are also areas seen as adding value to our student's learning and again these come from the school allocation. Our curriculum is delivered using the methodology of 'active learning' and as a whole school approach this makes us unique within the Australian educational arena. From our staffing allocation we provide additional support to classroom teachers with a teacher one day per week assigned to Active Learning and a teacher one day per week assigned to communication.

### Our distinctive curriculum offerings:

Literacy & Numeracy (General capabilities)	Community access & travel
Braille programs	Independent living skills
Music	YOGA
Orientation & Mobility	Technology – software & hardware
Multi-sensory programs	Bicycle riding
Sailability	Hydrotherapy programs
Wheelchair dancing	Keyboarding skills
Low vision aids	

### Co-curricular Activities

Our student's learning and social skilling opportunities are enhanced by student partners from St. Laurence, Loretta and Churchie schools. A small number of our students also engage with students and staff from Buranda State School by joining in on specific classes.

We participate yearly in the Darling Point 'fun run', Wellington Point picnic, and the weekly concert productions at QPAC and the Brisbane City Hall. Our students also participate in the sailing provided at Manly.

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

A range of ICTs are used to support student learning and encourage engagement with both the curriculum and staff. Speech communication books (PODDs), iPads, touch screens, switches and a range of adapted hardware/software are utilized by class teachers. Staff are constantly sourcing technology devices to trail for suitability to meet student's current and future needs.

## Social Climate

### Overview

There is a strong sense of community amongst the families and staff at Narbethong. Our focus is building positive relationships and we do this by showing respect for each other and establishing student learning experiences focussed towards the provision of positive learning experiences. A good partnerships between home and school is consciously developed through a variety of avenues such as communication books, newsletters, face-to-face meetings, community/school open days and celebration days. Families are invited and encouraged to visit classrooms to discuss student progress/issues. All of this support is intentionally inviting and forms the basis for sound, respectful relationships.

Our student-centred approach is a critical component within the school climate and is evidenced with students in our ECDP through the entire school to our senior students and the transition to post-school life. Our intention is to provide excellence in education through offering quality programs that identify and address barriers while acknowledging the diversity within our student population. All student successes are appropriately recognised and celebrated widely throughout the school and the community. Staff skills, training and enthusiasm along with the support of volunteers is an important and acknowledged factor in assisting student who face significant challenges in their development.

The school continues to achieve good practice compliance levels in WPH&S, Purchasing Controls, Risk Management, Emergency Training Procedures and First Aid.

School Opinion Surveys continue to indicate a very high level of satisfaction for programs, methodology, enrolment and professionalism provided within the school. Staff members feel valued and effective within their roles and this is evidenced by the support given to colleagues and school Administration to ensure best practice continues.

### Parent, Student and Staff Satisfaction

Narbethong has consistently received high levels of parent and staff satisfaction over the years and this is due to the strong relational partnerships that are fostered and maintained throughout the school.

Due to the significant level of disabilities among the students and their complex support needs, we do not receive student survey responses from the majority of our students. The department offers students with disabilities the opportunity to voice their opinions via a highly modified version and a small percentage of our students have completed this. Because of the small number surveyed these results are not recorded as data.

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/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%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%	95%
their child is making good progress at this school* (S2004)	100%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	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%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	90%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	96%	100%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	99%	98%
they feel that their school is a safe place in which to work (S2070)	99%	94%	95%
they receive useful feedback about their work at their school (S2071)	95%	92%	92%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	98%
staff are well supported at their school (S2075)	97%	90%	95%
their school takes staff opinions seriously (S2076)	95%	93%	95%
their school looks for ways to improve (S2077)	99%	96%	98%
their school is well maintained (S2078)	100%	99%	95%
their school gives them opportunities to do interesting things (S2079)	100%	96%	97%

\* 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

Narbethong has extensive opportunities for parents to directly support the school and their child's class programs with volunteer programs. Activities that parents may wish to engage in are:

Hydro program

Community Outings

Classroom helper

Supporting/attending activities/celebrations organized by the school P&C Association

Whole school celebrations and affirmation of success ceremonies.

The whole school provide a supportive environment for students, their families and staff. The school is committed to providing opportunities for parents to participate in events. Parents are encouraged to join classes, be involved in community-based activities, excursions, graduation days and whole school activities. Daily communication is maintained via a communication book which travels between home and school. Parents/Carers are kept informed of events and general information via the school newsletter and the school's website.

Parents are invited to become active participants in designing their child's individual learning plan and give input into the curriculum plan. These are created twice yearly. The school is challenged to adequately gain consistent support due to the diversity and home location of many of our families. Our experiences allow us to be sensitive to the limitations lifestyles impact on some of our families being able to offer 'hands on support' and we are very appreciative of the support we do receive from families.

We are very aware and grateful for the support we receive from other schools, individuals and the wider community.

## Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our students are extremely vulnerable and unable to advocate for themselves so it is of the utmost importance that all staff receive yearly training in Student Protection and are supported by Administration to discuss any concerns.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Due to the complex medical needs of many of our students our entire school is air-conditioned. We attempt to make good use of the seasonal changes when we can and if appropriate we turn off some air-conditioners and open windows for air circulation and temperature control.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	240,688	
2015-2016	243,859	
2016-2017	215,792	310

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

GO

Sector:

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	63	<5
Full-time Equivalents	31	34	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	8

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	22
Diploma	0
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 2017 were \$22,000

The major professional development initiatives are as follows:

Mandated departmental professional development: Code of Conduct & Ethical Decision Making, Student Protection, Asbestos Management, WPH&S, Risk Assessment, and Developing Performance Plans.

School specific: First Aid, CPR, Manual handling & Safe lifting, Medication administration, Epilepsy, Asthma & diabetes training.

School focus areas: Communication, Australian Curriculum, Dual sensory loss, disability specific PD

In-school professional development is given to both teachers & aides at least 4 times per term with the focus being decided by staff from areas of interest or professional need.

The proportion of the teaching staff involved in professional development opportunities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

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

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	83%	85%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	DW

\*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 2017 for all Queensland Special schools was 88%.

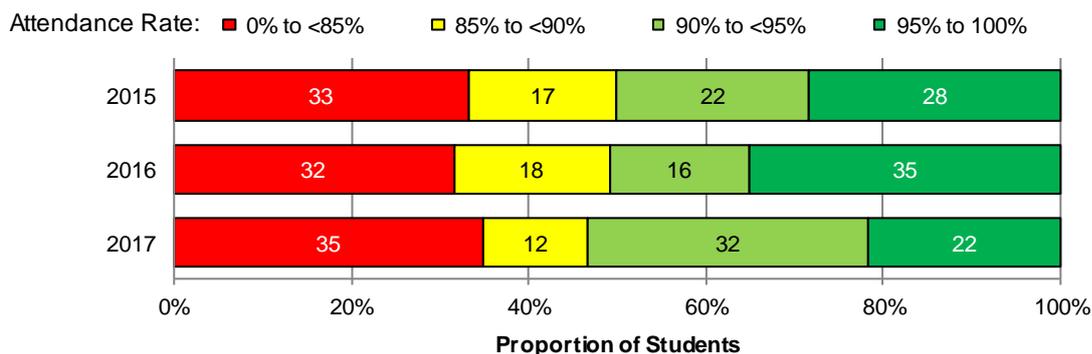
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	85%	94%	89%	91%	80%	95%	26%	80%	91%	91%	89%	62%	71%
2016	88%	84%	89%	91%	84%	87%	88%	83%	76%	92%	85%	89%	65%
2017	89%	84%	80%	72%	91%	90%	87%	90%	81%	87%	89%	90%	80%

\*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 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.

Parents are requested to inform the school of student absences and reasons. The majority of our students receive transport assistance to and from school and this decreases the number of unexplained absences that staff need to follow up on.

A number of our students also have complex medical issues which can result in extended hospitalization and ongoing specialist appointments. During hospitalization stays the school attempts to maintain contact and provide support for families during an often stressful time. The school is sensitive to families and attempt to not cause additional stress by constantly contacting them.

Teachers record attendance within OneSchool roll marking and will telephone families if absences are unexplained. Concerns regarding extended unexplained school is managed by a team approach that involves the class teacher, guidance officer and Administration staff. If deemed necessary we may seek additional assistance from government agencies or community groups working outside of the Education Department.

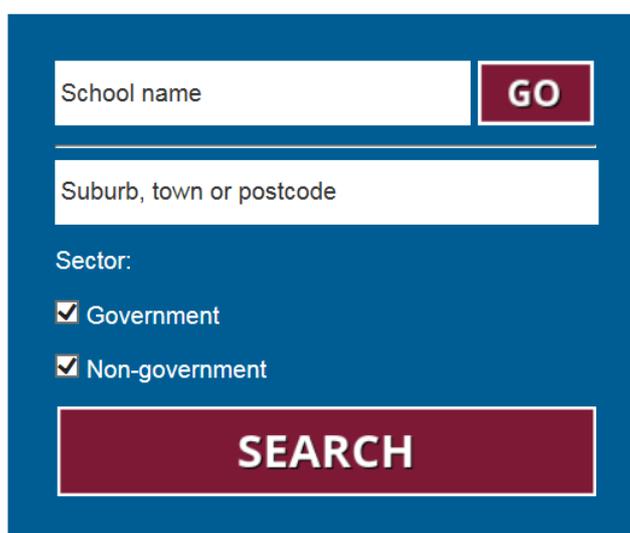
## NAPLAN

**Due to the complex educational adjustments needed by our students and the severity of their disabilities we currently have no students who participant in 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



School name

Suburb, town or postcode

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 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	2015	2016	2017
Number of students receiving a Senior Statement	3	1	1
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	1
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0	
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.				
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.				
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	0%	0%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.				

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. 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
2015	0	0	0
2016	0	0	0
2017	0	0	0

As at 14th February 2018. The above values exclude VISA students.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.			120%	
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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.narbethongspecs.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.

**Due to the complexities of student disabilities and complex medical needs the majority of our students move into supported environments.**

## Conclusion

Narbethong will continue to strive towards the provision of appropriate programming for students with vision impairment and multiple disabilities and will maintain its high standard of care, compassion and respect for all students.