



Narbethong State Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Anne Nystrom - Principal



# From the Principal

## 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 an Active Learning Approach. All classroom teachers develop appropriate individual learning plans and individual curriculum plans for all students. Classroom programs are developed around students' developmental levels, their individual education 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. Parents are encouraged to be active participants in this process. 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.

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 evidenced with our teaching methodology of Active Learning.

## Introduction to this report:

The Narbethong State Special School 2018 report highlights the achievements and activities of both students and staff for 2018. We 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.

Educational 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 2018

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 examine 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 is collaboratively designed by a team of teachers assisted by the Head of Curriculum (HOC) and agreed upon by the school administration team. We also use, 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 2018 was the professional development for staff on the selected



assessment tool for our students. The chosen assessment is ROCC –Roadmap of Communicative Competence. This priority will continue to be a main focus in 2019.

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.
- The documentation and response to every student's individual method 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

## Future outlook

Narbethong State Special School's focus for 2019 will be:

- Mentoring of beginning and newly appointed teaching staff to build knowledge.
- Senior teachers to take leadership roles to support and increase staff competencies and knowledge regarding curriculum and the use of the ROCC for assessment & reporting.
- Workforce planning aligned to Teacher Professional Development Plans.
- Continued focus on achieving best practice in transdisciplinary teams.
- Specific focus on student attainment of an appropriate form of communication.
- Professional development opportunities for parents and carers in relation to the explicit communication method used by their child.
- Provision of written documents/articles on best practice for whole school discussion and sharing on school website.

## 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 2018</b>	Early Childhood - Year 12



## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	57	59	56
Girls	23	22	21
Boys	34	37	35
Indigenous	1	1	2
Enrolment continuity (Feb. – Nov.)	98%	97%	97%

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

Due to the unique nature of curriculum offered at Narbethong our student population travel from a number of suburbs within Brisbane, Ipswich and Logan. Our student population have diverse cultural, religious and family compositions. Additional to the P-12 student population we have 27 students enrolled within our Early Child Development Program (birth to 5 years) some students will leave to enrol at their local Prep facility or enrol at a school with a Special Education Program for SWD 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 6 students enrolled who have an additional dual sensory loss (Deafblind plus) and these students require an explicit specialised program and a significant staffing ratio of 1:1. We also have a class of 4 students who are verified within the categories of intellect, vision and autism and similarly require a high staffing ratio and specialised program.

Class sizes – Proportion of school classes achieving class size targets in 2018. Our student population is not graded according to chronological age but are assigned to classes by disability specific needs, medical needs and similar ages. Our staffing ratio is high, averaging 1 teacher to 4 students with additional support from teacher-aides due to medical and disability related support needs.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	4	4	4
Year 4 – Year 6	4	4	5
Year 7 – Year 10	5	4	5
Year 11 – Year 12	4	4	4

Note:

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



## Curriculum delivery

### Our approach to curriculum delivery

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-aides 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 working in the specialized research area of Deafblind plus space.

### Co-curricular activities

#### Our distinctive curriculum offerings:

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

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 engagement in specific learning activities.

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. A number of students are learning appropriate and necessary computer skills, such as sending/receiving emails, use of the internet for information, word processing etc.

## 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

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

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.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	95%	95%
• their child is making good progress at this school* (S2004)	100%	95%	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%	95%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	90%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	95%	100%
• this school is well maintained* (S2014)	100%	95%	95%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.



Table 4: Student opinion survey

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

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	94%	95%	97%
• they receive useful feedback about their work at their school (S2071)	92%	92%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	87%
• students are encouraged to do their best at their school (S2072)	100%	98%	99%
• students are treated fairly at their school (S2073)	100%	97%	99%
• student behaviour is well managed at their school (S2074)	100%	98%	97%
• staff are well supported at their school (S2075)	90%	95%	96%
• their school takes staff opinions seriously (S2076)	93%	95%	94%
• their school looks for ways to improve (S2077)	96%	98%	97%
• their school is well maintained (S2078)	99%	95%	94%
• their school gives them opportunities to do interesting things (S2079)	96%	97%	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:

- Swimming 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/families 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.

## Respectful relationships education 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

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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. Our pool is also required to be heated to support the well-being of our students.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	243,859	215,792	238,658
Water (kL)		310	350

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.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	37	60	<5
Full-time equivalents	31	35	<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	
Masters	10
Graduate Diploma etc.*	3
Bachelor degree	24
Diploma	
Certificate	

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 18,028-

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.
- Implications of CVI on student learning and teaching strategies

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



## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	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	85%	86%	83%
Attendance rate for Indigenous** students at this school	DW	DW	83%

\* 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
Prep	88%	89%	85%
Year 1	84%	84%	56%
Year 2	89%	80%	80%
Year 3	91%	72%	70%
Year 4	84%	91%	87%
Year 5	87%	90%	96%
Year 6	88%	87%	86%

Year level	2016	2017	2018
Year 7	83%	90%	83%
Year 8	76%	81%	90%
Year 9	92%	87%	89%
Year 10	85%	89%	62%
Year 11	89%	90%	90%
Year 12	65%	80%	90%

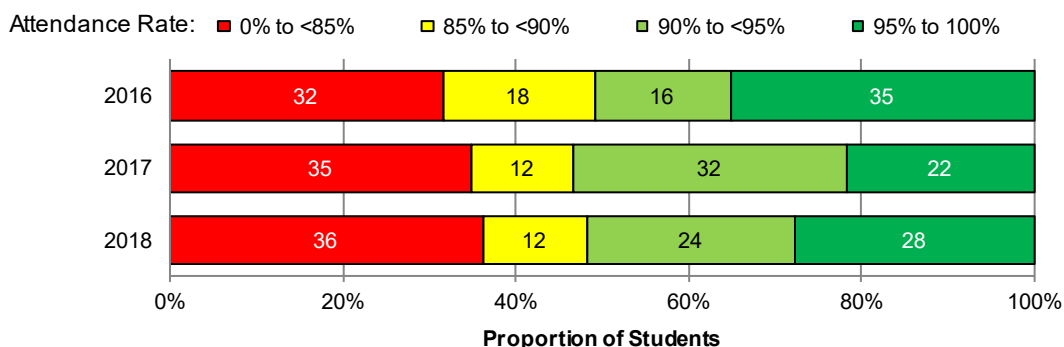
Notes:

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



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

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 significantly decreases the number of unexplained absences that staff need to follow up on.

A number of our students have complex medical issues which can result in extended hospitalization and ongoing specialist appointments. During hospitalization stays the school attempts to maintain relationships 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 twice daily 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 required by our students and the severity of their disabilities we currently have no students who participate in NAPLAN.

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

## How to access our NAPLAN results

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

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



[View School Profile](#)

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

School profile    NAPLAN    Attendance    Finances    VET in schools    Senior secondary    Schools map

Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

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

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

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

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

Notes:

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



Table 14: Overall Position (OP)

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

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
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 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		120%	144%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

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.

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

### Early school leavers

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

### 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.narbethongspeceq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

