



# Mount Ommaney Special School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Mount Ommaney Special school opened in 1992 and provides an educational service for students with an intellectual disability and secondary impairments including vision, hearing, physical and Autistic Spectrum Disorders from birth through to their graduation from formal schooling. Our school hosts the Mount Ommaney Special School Early Childhood and Development Program which caters for children not yet at compulsory school age who meet the criteria for attendance.

Our award winning educational approaches are student centered and based on research and evidence based pedagogies. We pride ourselves on having a safe, supportive and least restrictive school environment that has high expectations for all students. Our school community is welcoming and inclusive and values the input of all. Teachers and teacher aides work collaboratively with families as well as therapists, nurses, community and external organisations to provide high quality programs in a safe, and supportive learning environment.

In 2016, Mount Ommaney Special School won the **State Showcase Award for Excellence in Inclusive Education**.

Our vision is: To provide engaging, differentiated curriculum and innovative, specialised teaching in partnership with families and the community in a safe, supportive environment.

Our core values include:

- ✓ All learners are engaged in fun, challenging, meaningful and individualised learning experiences that promote and celebrate success
- ✓ Quality teaching occurs within inclusive, safe, supportive and engaging environments using evidence based practices
- ✓ Data collection and analysis guides our teaching practices and informs decision making to improve student outcomes
- ✓ A collaborative culture of professional sharing values feedback, coaching and mentoring
- ✓ Collaborative partnerships within the school and wider community are based on the principles of trust, empathy, respect, appreciation and communication

# Principal's Forward

## Introduction

This annual report aims to share information and data of the school's progress in 2016 as well as key areas for improvement in 2017. This report also outlines staff and family opinion survey data as well as information about curriculum offerings, staffing profiles and student class size information.

We invite families, business partners and members of the wider community to view our website and Facebook page which showcases our school community and student achievements. Please also contact the school directly if you would like further information.

### School Progress towards its goals in 2016

Mount Ommaney Special School staff and families worked collaboratively to achieve some wonderful outcomes in 2016 that were detailed in the school's Annual Implementation Plan, highlights include:

- ✓ Consistent implementation of the Whole School Curriculum, Assessment and Reporting Plan
- ✓ Introduction of moderation of student work within sectors
- ✓ Development of the school Data Committee and participation in professional development with Dr Lyn Sharratt
- ✓ Collection and documentation of standardised student data across the school campus by all teachers
- ✓ Senior Phase alignment of ASDAN with Guideline for Individual Learning
- ✓ Formalisation of processes for documenting and reporting on Personalised Learning Goals
- ✓ Explicit coaching in Balanced Literacy for all staff members
- ✓ In class support for teachers through modelling the use of AAC and Balanced Literacy pedagogies by school based Speech Language Pathologists
- ✓ Expansion of external networks with key professionals such as Jane Farrall

We are proud that our school won the State Showcase Award for Excellence in Inclusive Education for our award winning use of one of our signature pedagogies Intensive Interaction.

### Future Outlook

**Our school improvement priorities for 2107 include:**

#### Improvement priority 1: Quality Curriculum- curriculum implementation

Consistent implementation of Whole School Curriculum, Assessment and Reporting Plan

- ✓ Targeted professional development of Australian Curriculum and General Capabilities
- ✓ Consistent teacher planning and differentiation
- ✓ Introduction of Certificate 1 in Active Volunteering and creation of simulated work environments
- ✓ Induction and mentoring of new staff

Implementation of Pedagogical Framework – Stage 2

- ✓ Staff capability development in Intensive Interaction
- ✓ Track student progress through data collection and analysis
- ✓ Development of student case management, intervention and support
- ✓ Coaching plan aligned with school improvement priorities

#### Improvement priority 2: Balanced Literacy approach for all students

Develop staff capacity to implement a balanced literacy approach

- ✓ Structured and sequenced coaching and mentoring plan aligned with literacy learning areas
- ✓ Staff training in Alternate, Augmentative Communication and evidence based strategies for implementation
- ✓ Support and model the use of PODD

Support all students to access a balanced literacy program

- ✓ Immersion of Aided Language Stimulation across the school
- ✓ Provide family support in AAC and decision making
- ✓ Develop and maintain data base of student communication modes and competencies
- ✓ Collaborate with Occupation Therapists and Speech Language Pathologists to ensure each student has a writing tool

The above priorities support the work that was achieved in 2016. As a school community we are excited about our school improvement agenda and we look forward to celebrating the success of our students.

# 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 2016:</b>	Early Childhood - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	68	30	38	2	97%
<b>2015*</b>	75	34	41	4	99%
<b>2016</b>	81	33	48	3	96%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

At Mount Ommaney Special School students come from a wide catchment area well beyond the Centenary suburbs. All school aged students have a verified intellectual disability with many students having additional physical or sensory impairments. Some of our students also have highly specialised medical and health needs that require specialised care whilst at school. Our students are unique and have diverse needs which are supported in a highly adaptive and inclusive school environment that aims to celebrate the success of each individual. The school also hosts an Early Childhood Development Program (ECDP) for babies and children who are not yet of compulsory school age but have a suspected disability.

Annual enrolment at our school has continued to grow steadily since 2012.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	5	6
Year 4 – Year 7	5	5	6
Year 8 – Year 10	5	5	6
Year 11 – Year 12	5	5	5

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

# Curriculum Delivery

## Our Approach to Curriculum Delivery

At Mount Ommaney Special School all teachers use the Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students (Australian Curriculum, 2015 V8.3).

- ✓ Students from Prep to Year 10 are taught and assessed in the areas of English, Mathematics, Science, HPE and History in alignment with the Australian Curriculum.
- ✓ Students from Prep to Year 10 have an Individual Curriculum Plan (ICP) that is negotiated with parents and care givers.
- ✓ Students in Year 10 have a Senior Education and Training Plan prepared by the end of this transition year. This plan is developed using the Guidelines for Individual Learning.
- ✓ Senior secondary students, Years 10-12, are taught and assessed through the Australian Curriculum, the Guidelines for Individual Learning and the ASDAN accreditation framework.
- ✓ All students have personalised learning goals that are negotiated with families. These goals aim to support the personal development of students and include areas such as personal independence, communication, self-care and self-management.
- ✓ The school has scheduled data capture in the areas of students' literacy, communication, numeracy, general development and behaviour throughout the year – this is detailed clearly in the MOSS Data Collection Plans. Data is collected for four purposes – informing planning for personalised learning, assessing and tracking students' learning, formal reporting and informal evaluation of teaching.
- ✓ Our Whole School Curriculum, Assessment and Reporting Plan 2016-2020 aligns with State Schools Stages of schooling. The plan is explicit, coherent and sequenced ensuring teaching and learning expectations are clear across all year levels.
- ✓ The school's Pedagogical Framework is based on the Dimensions of Teaching and Learning. The Pedagogical Framework outlines the structures and processes that support curriculum implementation and teaching and learning.
- ✓ Teachers moderate within and across teams, and where relevant externally. This ensures consistency of judgment utilising predetermined guides to making judgements thus ensuring student assessments are both rigorous and fair.
- ✓ Assessment processes are aligned with the curriculum

## Extra curricula

### Co-curricular Activities

- ✓ The school has an indoor heated pool which enables students to participate in swimming programs all year round.
- ✓ Cycle program with a fleet of modified cycles allowing most students to be included.
- ✓ Multi-sensory programs are delivered in the school's Snoezelen Room.
- ✓ Horse riding for the disabled is also offered to some students on a rotational basis.
- ✓ Splitz Gym – exercise program
- ✓ Brisbane Roar Soccer Program

## 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 utilised by classroom teachers. Eye gaze technology has been trialled and the school is in the process of purchasing this equipment.

## Social Climate

### Overview

Mount Ommaney Special School is a place where every child, parent and staff member is valued and 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 school.

Parents and families are invited to join our fortnightly *My Time* Program, a regular networking opportunity for parents to share knowledge and support strategies. The school is fortunate to employ an *Education Program Officer* who supports a Volunteer Program and seeks and maintains links with community organisations and businesses.

The school has developed and implemented an award winning Parent and Community Engagement strategy and plan which is based on the premise that partnering with families and community will ensure we are best equipped to meet the needs of our students. Our communication strategy is flexible and diverse and includes face to face meetings, communication books, the use of SMS, weekly emails of community events/services, fortnightly Keeping in Touch with Families, newsletters and the use of social media. Whilst it is acknowledged not all families have access to Facebook this forum has provided us with the opportunity to celebrate student achievements in "real time".

Students at Mount Ommaney Special School are also nominated for *Student of the Week Awards* by their teachers and other staff. These awards recognise achievements in areas such as Personal and Social Capability, Critical and Creative Thinking and Literacy and Communication. Awards are presented and celebrated at the whole school Assembly each fortnight and copies are sent home with the student. A list of the award recipients are also published in our school newsletter. Photos of award recipients are showcased in the school entrance across the year.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	92%	93%
this is a good school (S2035)	100%	93%	93%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	100%	93%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	100%
their child is making good progress at this school* (S2004)	100%	93%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	91%
teachers at this school motivate their child to learn* (S2007)	100%	93%	93%
teachers at this school treat students fairly* (S2008)	100%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	100%
this school works with them to support their child's learning* (S2010)	100%	93%	100%
this school takes parents' opinions seriously* (S2011)	100%	93%	100%
student behaviour is well managed at this school* (S2012)	100%	93%	93%
this school looks for ways to improve* (S2013)	100%	93%	93%
this school is well maintained* (S2014)	90%	93%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	92%
they feel that their school is a safe place in which to work (S2070)	98%	95%	88%
they receive useful feedback about their work at their school (S2071)	98%	81%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	80%
students are encouraged to do their best at their school (S2072)	100%	95%	88%
students are treated fairly at their school (S2073)	100%	95%	90%
student behaviour is well managed at their school (S2074)	98%	97%	86%
staff are well supported at their school (S2075)	100%	76%	73%
their school takes staff opinions seriously (S2076)	100%	78%	66%
their school looks for ways to improve (S2077)	100%	97%	90%
their school is well maintained (S2078)	91%	89%	88%
their school gives them opportunities to do interesting things (S2079)	96%	89%	81%

\* 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

The school acknowledges that learning happens everywhere, not just at school. Children spend the majority of their time at home and in the community. They learn from watching others around them, participating in sports and hobbies and through play. Families are there for the whole journey and know their children better than anyone else. We focus on building genuine learning partnerships with families, combining their in depth knowledge of their children with the professional expertise of the school and teachers.

To support this the school has an active Parent and Community Engagement working committee which is chaired by the school's Education Program Officer. The committee has developed a Parent & Community Engagement Framework and Action Plan. The Action Plan identifies opportunities for families and community members to engage with the school and to support learning at home focusing specifically on:

- ✓ Communication
- ✓ Learning Partnerships
- ✓ Community Collaboration
- ✓ Decision Making, and
- ✓ Participation

The school provides a supportive environment for students, their families and staff. Parents are acknowledged as key stakeholders in their child's education. The collaborative development of Individual Curriculum Plans, Personalised Learning Plans, health management, behaviour support and Senior Education Training Plans ensures that parents are highly involved in decision making processes.

The school has a regular My Time parent program in place. Parents meet regularly for information (e.g. Literacy, NDIS) and sharing sessions. The agenda is set by parents who are supported with a facilitator and child supervision is provided for siblings. Additionally, the school Chaplain plays an integral role in providing direct support to all parents, from playgroup to senior school, and encouraging their participation in school activities.

Parents and community members are also provided with opportunities to participate in the decision-making processes of the school through the P&C Association. The school adopts a three tiered communication protocol to enhance communication with families and the community. The main avenues for communication include: face to face, school newsletters, SMS service, weekly family information bulletins, school signage and Facebook. It is also, through these forums that we celebrate student success and achievements and we celebrate and thank our family and community partners.

## Respectful relationships programs

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

The 2017 Responsible Behaviour Plan for students highlights "We can all be respectful" as one of the three school rules that is taught and that promotes high standards of responsible behaviour across the campus. Its *Schoolwide Expectations Teaching Matrix* outlines situations where awareness of and respect for the needs of others is prioritised.

The school has prioritized resources and strategies that provide, model and respond to developing communication skills around managing oneself and others. Students are being supported to recognise, react and report their own safety, as well as the safety of others, through sequenced "Health" units in HPE units (Middle Years and Junior Secondary in Semester One and Early Years in Semester Two 2017).

Shared playground times are daily opportunities for students to develop their understanding and skills for managing differences of opinion, sharing equipment and space and resolving possible conflicts appropriately without violence.

In Semester Two, the campus will begin the implementation of a formalized 3 year *Positive Behaviour for Learning* framework where appropriate, respectful and healthy relationships is foundational.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

A collaborative strategy between the school's contract transport provider has been developed to reduce carbon omissions created by the buses that provided daily transport to students. The school recycles, paper, glass and cardboard across the campus. Staff are encouraged to minimise printing emails and multiple copies of documents. Staff hang out washing where possible rather than using school dryers and car-pool where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	320,464	5,562
2014-2015	290,087	4,605
2015-2016	330,780	1,917

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.

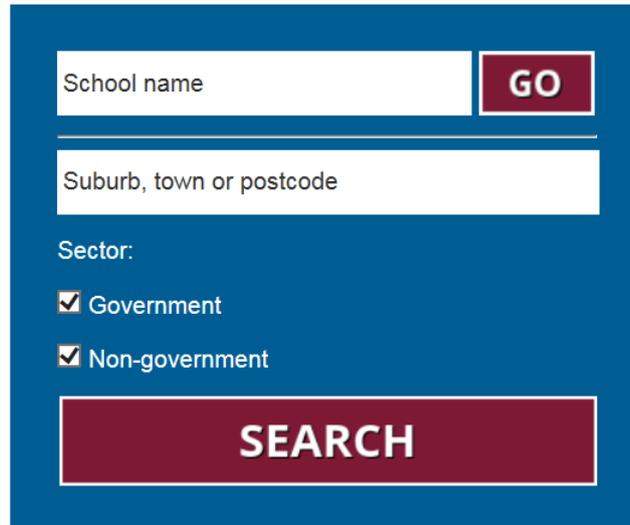
## School Funding

### 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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	56	0
Full-time Equivalents	27	35	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	38
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 35 726

The major professional development initiatives are as follows:

#### School based professional development led by staff included:

- ✓ Knowing your Learner
- ✓ Whole school curriculum, assessment and reporting
- ✓ Australian Curriculum – General Capabilities
- ✓ PODD practise, coaching and modelling
- ✓ Implementing a Balanced Literacy Approach – school based coaching
- ✓ Intensive Interaction – school based coaching
- ✓ Specialised Health procedure training
- ✓ Mandated/systemic training e.g. Code of Conduct and Student Protection

#### External professional development included:

- ✓ Putting Faces on the Date – Dr Lyn Sharratt
- ✓ Balanced Literacy – Jane Farrall (External Consultant)
- ✓ Beginning Teachers' Conference
- ✓ Queensland Association of Special Education Leaders Conference
- ✓ Early Childhood Intervention Association Conference

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	85%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	80%	68%

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

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

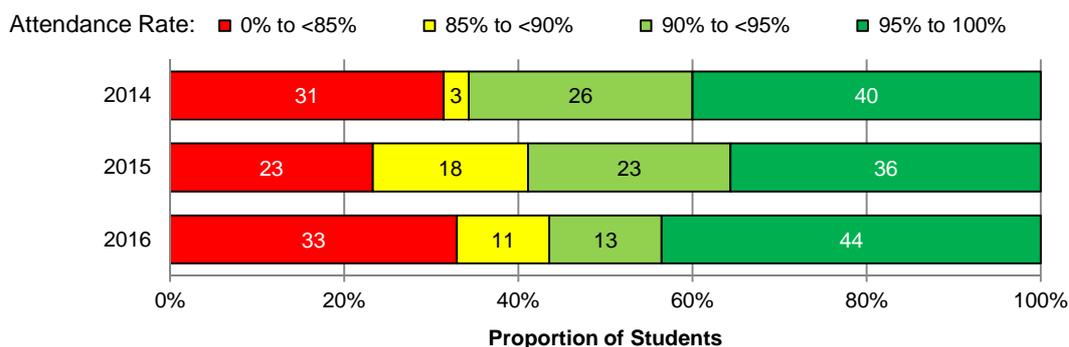
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	88%	81%	88%	91%	86%	DW	97%	77%	90%	86%	92%	83%	95%
2016	92%	82%	77%	92%	93%	85%	89%	90%	70%	91%	DW	89%	92%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school has a designated absentee phone line and SMS service. Parents are encouraged to telephone to leave a message advising the school of student absences with an explanation. If students are absent without notification parents are contacted on the morning of absence in accordance with same day absence notification.

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. Parents sign in and sign out their children at the ECDP. These records are later entered electronically by administration staff of the ECDP.

## 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	2014	2015	2016
Number of students receiving a Senior Statement	4	3	5
Number of students awarded a Queensland Certificate of Individual Achievement.	4	3	5
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
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
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	0	0
2015	0	0	0
2016	0	0	0

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

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.

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

## Student Destinations

### Post-school destination information

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

The report will be available at:

<http://www.mtommanespecs.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.

There were no early leavers in 2016.