

Calamvale 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>	Susan Howell - Principal

## From the Principal

### School overview

Calamvale Special School is located on the southern side of Brisbane. The school plays an important role in the community by providing an educational program for students with special educational needs who require an individualised curriculum program differentiated to meet their specific learning and teaching needs. It is an Education Queensland state government school which offers programs to students aged from 5 to 18 years of age who have a significant intellectual disability as the primary disability. In addition to this, the students may have additional disabilities including an Autistic Spectrum Disorder, a hearing impairment, a visual impairment and/or a physical impairment. We provide highly individualised educational programs for all students attending our school providing learning pathways for our students to; Engage, Relate, Communicate.

There is a strong emphasis on functional academics, particularly literacy and numeracy, through a student-centred approach to teaching and learning. Personal skills, social skills and vocational skills are key cornerstones to our balanced curriculum. Students have access to Physiotherapists, Occupational Therapists and a Speech Language Pathologist. The school is a physically attractive, well-maintained, safe and enjoyable environment. Forming strategic partnerships with our parents and the local school community is important to us.



### Principal's foreword

It is with great pleasure that I present the annual report for 2018 at Calamvale State Special School. It is a privilege to be appointed to lead our school with such a great group of students, staff and families. Our school continues its strong commitment to providing quality educational experiences for our students in a caring and supportive environment. This year there were many developments and achievements worthy of celebration.

A special thanks to the members of our P&C committee for their commitment to our students. The P&C have coordinated a range of fund raising activities and social opportunities for our families. This year we held our first school Disco and Christmas Concert Under the Stars. It was great to see our school community come together to celebrate our students and our community. This year we opened our Op Shop with the support of the P&C as an onsite work experience option and a space for former students to return post school.

Susan Howell

Principal

## School progress towards its goals in 2018

Priority	Actions	Progress
<b>Engage - Personalising to their strengths and interests each learners educational experience</b>		
Develop leadership team capability to lead self and others	Strengthen leadership base through the development of leadership capacity of HOC, Teaching and Learning Coach, Heads of Department Senior Schooling and Sector Leaders	✓ Achieved ✓ To be continued
	Implement Coaching Program utilising Regional Executive Coach support	✓ Achieved ✓ To be continued
	Participate in QELI Leading Self and Others course	✓ Achieved
Strengthen school and teacher capability in data and assessment practices– <i>Know Your Learner</i>	In service teachers on a range of relevant and meaningful evidence based assessment practices that can be moderated and inform judgements about students learning.	✓ Achieved ✓ To be continued
	Consolidate the <i>CSSS Data and Assessment Framework</i> to include assessment and decision making tools to gauge progress of all learners and inform practice.	✓ Achieved
	Structuring time for in depth staff discussions of learner data and strategies for continuously improving learner engagement each term.	✓ Achieved ✓ To be continued as integral part of data and assessment schedule
	Working in conjunction with families to promote learner wellbeing and engagement utilising a range of data including observation, interest inventories, attendance, behaviour etc.	✓ Achieved ✓ To be continued
Consolidate teacher capability in understanding the Australian Curriculum and pedagogical practices and enhance learning environments to support personalised learning	Coaching and mentoring opportunities for teachers in the areas of <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Intensive Interaction</li> <li>• Process Based Learning (PBL)</li> </ul> Includes provision of release time, Professional Learning Community (PLC) involvement and coaching	✓ Achieved ✓ To be continued ✓ Ongoing piece of work throughout next strategic plan cycle
	Implement of VET and ASDAN programs with embedded literacy and numeracy teaching and learning delivered using student-centred teaching strategies that are contextualised to the real world of work and post-school life.	✓ Achieved ✓ To be continued and further developed
	Provide opportunities to engage the school and wider community in enriching learning e.g. Calamvale Commonwealth Games	✓ Achieved ✓ To be continued
	Create a variety of learning environments to engage learners and consolidate generalisation of skill across the school	✓ Process Based Learning Spaces in D block and Op Shop work experience space created ✓ Ongoing in other areas of the school
	Provide opportunities for collaborative planning and moderation within and across other settings. Partnerships through Tri-School Alliance, PLCs and PBL project	✓ Achieved ✓ Some aspects to be continued
	Evaluate current school wide pedagogical practices using a cycle of inquiry approach. Investigate and trial evidence based practices.	✓ Ongoing piece of work throughout next strategic plan cycle

Implement observation and feedback based on student engagement	Create a model for improvement of teaching practice that includes meaningful classroom observations, consistent and authentic feedback, teachers sharing practice, ongoing conversations and professional development using a range of tools e.g. the Engagement Scales.	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ Ongoing piece of work throughout next strategic plan cycle</li> </ul>
<b>Relate - Enabling learners to successfully connect with others in socially authentic experiences</b>		
Develop and implement whole school processes to embed the personal and social capabilities across all learning contexts	Strengthen teacher understanding of the personal and social capabilities continuum through a gradual release model	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ Ongoing</li> </ul>
	All students to have a personal and social capabilities expectation as part of the individual planning process	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ To be further developed</li> </ul>
	Incorporation of expectations into all curriculum unit plans	<ul style="list-style-type: none"> <li>✓ Ongoing piece of work throughout next strategic plan cycle</li> </ul>
	Development of <i>extended levels</i> of the personal and social capabilities to include all learners needs	<ul style="list-style-type: none"> <li>✓ Ongoing</li> </ul>
Understand the behaviour of and cater to our diverse range of learners to support the development of personal and social capabilities	Using a cycle of inquiry approach develop, plan and action revision of PB4L, school expectations and associated behaviour policies and procedures following the 2017 review process	<ul style="list-style-type: none"> <li>✓ Achieved</li> </ul>
	Provide a range of professional development opportunities and in service for all staff in understanding of the co-occurrence of disability, mental health and behaviour	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ To be continued</li> </ul>
Create pathways and environments to facilitate transition students in relating to post school life	Create Op shop and Market Garden	<ul style="list-style-type: none"> <li>✓ Op Shop Achieved</li> <li>✓ Market Garden ongoing</li> </ul>
	Engaging outside post school providers in partnerships	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ To be further developed</li> </ul>
<b>Communicate - Create environments that are responsive to the unique communication styles of every learner</b>		
Create environments that provide targeted, evidence based communication support for all learners	Employ SLP for additional hours to enhance the communication capabilities of students and staff	<ul style="list-style-type: none"> <li>✓ Achieved</li> </ul>
	Provide intensive student support and individualised teaching for identified students	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ Ongoing piece of work throughout next strategic plan cycle</li> </ul>
	All staff continue their professional growth in supporting student communication development for life and learning	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ Ongoing piece of work throughout next strategic plan cycle</li> </ul>
	Coaching and mentoring opportunities for teachers and teacher aides	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ Ongoing piece of work throughout next strategic plan cycle</li> </ul>
	Focus across the school on communication for social purposes – <i>Communicate to Relate</i>	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ Ongoing piece of work throughout next strategic plan cycle</li> </ul>
	Continue to provide opportunities for parents / carers to make informed decisions about their Child's communication needs and to improve knowledge of and skills in using communication systems	<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>✓ To be further developed</li> </ul>

Consolidate process based learning project	Provision of PBL Coordinator	✓ Achieved ✓ To be continued
	Coaching and mentoring opportunities for teachers and teacher aides in the areas of PBL and Intensive Interaction (II)	✓ Achieved ✓ To be continued
	Partner with like schools implementing PBL through engagement with PLC and inter-school moderation	✓ Achieved
	Development of a PBL action plan / working document and associated processes and project report at the end of 2018	✓ Achieved

## Future outlook

### Engage - Personalising to their strengths and interests each learners educational experience

- ✓ To collaboratively create a whole school curriculum assessment and reporting framework
- ✓ To improve student engagement in learning through strengthening teacher capability in data literacy – *know your learner* and planning to *meet their needs* using a student centred approach to curriculum implementation demonstrated through planning documents and through observation and feedback mechanisms
- ✓ To collaboratively moderate student engagement in learning through a model of Professional Learning Communities

### Relate - Enabling learners to successfully connect with others in socially authentic experiences

- ✓ Develop and implement a whole school curriculum assessment and reporting framework which embeds the personal and social capabilities across all learning areas demonstrated through planning and reporting
- ✓ Strengthen teacher capability in *knowing their learners* utilising data, curriculum and pedagogy to develop personal and social capabilities as evidenced by learner progress against individual learning expectations

### Communicate - Create environments that are responsive to the unique communication styles of every learner

- ✓ Develop and implement a whole school curriculum assessment and reporting framework which embeds communication in all its functions across all curriculum areas
- ✓ Strengthen teacher capability in *knowing their learners* utilising relevant assessment and data to build student communication abilities for a range of purposes demonstrated by learner progress against individual learning expectations and teacher confidence measured through data conversations

# 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>	Prep Year - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018	Notes:
Total	139	146	142	1. Student counts are based on the Census (August) enrolment collection.
Girls	50	53	56	2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
Boys	89	93	86	3. <u>pre-Prep</u> 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.
Indigenous	5	10	8	
Enrolment continuity (Feb. – Nov.)	97%	99%	99%	

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

CSSS caters to a diverse range of multicultural learners from Prep to Year 12. In 2018, 142 students attended CSSS. Students attend our school based on approval from Regional Office, once verified that they have an intellectual disability that meets criteria for enrolment in a special school in QLD. The majority of students attend our school as their closest special school. A number of students attend our school, where it is not the closest special school to their residence, due to parent preference for a range of reasons. Every student of school age has an intellectual disability; many students have an additional disability. Autistic Spectrum Disorder is the additional disability for a significant proportion of our student population.

### Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	6	6	6	The <u>class size</u> 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.
Year 4 – Year 6	6	6	6	
Year 7 – Year 10	6	7	7	
Year 11 – Year 12	7	8	7	

## Curriculum delivery

### Our approach to curriculum delivery

Students at CSSS engage in a range of learning programs designed specifically to meet their individual learning needs. We strive to put our students and their learning at the centre of all the decisions that we make and provide programs that will develop their cognition, communication and personal and social capabilities.

Programs are individualised and adjusted to suit the needs of our diverse student population. Units of work are linked to students' Individual Curriculum Plans, Senior Education and Training plans or curriculum goals within curriculum contexts drawn from the Australian Curriculum.

- ✓ Students from the beginning of Prep to the end of Junior Secondary at CSSS engaged in subjects within the Australian Curriculum across 2018 including English, Mathematics, Science, Humanities and Social Sciences
- ✓ Relevant, authentic, diagnostic tools and assessment practices are used to inform data driven student goals, curriculum planning and ICP, Set Plan and PATH
- ✓ All students from the beginning of Prep to the end of Junior Secondary had an endorsed Individual Curriculum Plan (ICP) negotiated with parents that informed assessment, reporting and teaching for each school semester
- ✓ Curriculum to Classroom (C2C) units for students working at a year level below their enrolled year were utilised for planning and teaching in 2018
- ✓ Students who were not yet developmentally ready for instruction in a year level curriculum area had Individual Curriculum Plan goals drawn from the Australian Curriculum, General Capabilities for Students with a Disability
- ✓ Students in the Senior School Sector accessed highly individualised learning programs based on the Guidelines for Individual Learning as outlined in their SET Plans and Planning Alternate Tomorrows of Hope (PATH) plans that mapped their pathways to post-schooling options
- ✓ Delivery of Certificate 1 in Access to Vocational Pathways, Certificate 1 digital technologies, and ASDAN modules
- ✓ All senior students achieve a Queensland Certificate Individual Achievement
- ✓ Communication programs are undertaken across all areas of the school and a range of communication strategies are implemented including; AUSLAN, PODD, Speech Generating Devices and Intensive Interaction.
- ✓ Personal and Social Capability development was a key component of the school's curriculum
- ✓ Health and Physical Education, as well as Music, were taught by non-contact teachers across all classes

### Co-curricular activities

- ✓ Community Based Learning ensured that students of all ages, where appropriate, participated in active learning in the community
- ✓ Senior students undertook work experience that prepared them for meaningful post school placements
- ✓ Positive Behaviour for Learning (PB4L) provided additional curricula opportunities for students
- ✓ Senior students had the opportunity to be Playground Rangers, utilising their lunch times to be peer supporters of students in the early years
- ✓ Choir for students from middle years to senior secondary school. The choir performed on a number of occasions during the year



- ✓ Sports Carnival and other sports and recreational activities with other schools. CSSS held the Tri Schools Fun Run with Sunnybank and Kuraby Special Schools
- ✓ Students engaged in a variety of activities with Calamvale Community College
- ✓ Swimming was offered in terms 1 & 4
- ✓ Special events days held at our school, other schools and in the community included Under 8's Day, Book Week, NAIDOC, Leadership Ceremonies, ANZAC Services and Dance-a-thon
- ✓ Multi-sensory programs are delivered in the school's multisensory room and the Early Years students and families participate in sensory days each term

### **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. Teachers and students have access to Interactive Whiteboards, Eye Gaze Software and hardware, Adaptive Software, iPads, low and high tech communication resources, touch screens, switches and a range of adapted hardware and software to support teaching and learning. Our use of ICTs across each school day has enabled students to consider, comment, and contribute to whole class, small group and one-to-one learning activities to authentically express and represent their learning

## **Social climate**

### **Overview**

Calamvale Special School is a place where every child, parent and staff member is valued. Diversity is celebrated. The school provides a positive learning environment for all students. It is the responsibility of the CSSS Community to assist the student population to develop skills and understandings that will enable positive participation and inclusion.

The School Chaplain provides support to parents, students and staff of the school. The partnerships the Chaplain has developed with local churches, businesses and community organisations provides a network of local support and assistance when needed.

Calamvale Special School implements the Responsible Behaviour Plan to provide a safe, supportive environment for all staff and students. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our school is a Positive Behaviour for Learning School. Our three school expectations guide students' interactions across the campus:

- We are Safe
- We are Kind
- We are Learners



At Calamvale Special School we believe that positive behaviour is taught through the enactment of the Personal and Social Capabilities continuum, that includes approaches such as explicit teaching of lessons, development of consistent routines and procedures; teaching communication, social understanding and emotional regulation; modelling and reinforcement of positive behaviours and the development of successful relationships.

## Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	100%	86%
• this is a good school (S2035)	94%	100%	92%
• their child likes being at this school* (S2001)	100%	100%	93%
• their child feels safe at this school* (S2002)	100%	95%	93%
• their child's learning needs are being met at this school* (S2003)	94%	95%	86%
• their child is making good progress at this school* (S2004)	94%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	92%
• teachers at this school motivate their child to learn* (S2007)	94%	95%	100%
• teachers at this school treat students fairly* (S2008)	94%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	88%	100%	86%
• student behaviour is well managed at this school* (S2012)	94%	100%	93%
• this school looks for ways to improve* (S2013)	100%	100%	92%
• this school is well maintained* (S2014)	94%	100%	86%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	94%	90%	92%
• they receive useful feedback about their work at their school (S2071)	94%	96%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	97%
• students are encouraged to do their best at their school (S2072)	100%	98%	98%
• students are treated fairly at their school (S2073)	100%	94%	95%
• student behaviour is well managed at their school (S2074)	94%	88%	89%
• staff are well supported at their school (S2075)	100%	88%	91%
• their school takes staff opinions seriously (S2076)	97%	91%	97%
• their school looks for ways to improve (S2077)	100%	94%	100%
• their school is well maintained (S2078)	94%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	94%	98%

## **Parent and community engagement**

Parents work as close partners with our teachers and are involved in their child's education in a variety of ways including:

- ✓ Daily communication with parents directly or via the students' communication books.
- ✓ Formal ICP meetings held every six months with a view to supporting student learning and access to curriculum.
- ✓ PATH planning meetings held annually for students in years 10-12.
- ✓ Parents are welcome in classrooms and regularly participate in activities and celebrations at school including fortnightly school assemblies.

The Parents and Citizens (P&C) Association meets monthly. Our active P&C Association supported the school and encouraged parents to be actively involved in the life of the school and their child's education.

In 2018, CSSS held our inaugural School Formal, School Disco and Christmas Concert under the Stars and BBQ on the school oval. These events were very well attended and the feedback was overwhelmingly positive. Parent and Community numbers were the highest seen at a school concert. CSSS continues to enjoy a close relationship with our local members of Government at a local, state and federal level.

We continue to work closely with Townsends Bus Company who are the primary means of daily transport for our students. They also provide transport for excursions and work experience and well as supporting the school through the provision of a fun day at school for all students.

The Tri-school partnership offered all students connection and opportunities with their peers from Sunnybank and Kuraby Special Schools. In 2018 CSSS participated in a fun run, dance-a-thon and a NAIDOC program.

Links were continued with the school's neighbouring state college, Calamvale Community College. Sharing of special events, facilities, sports events, vocational education and professional development opportunities made this partnership very worthwhile.

Across 2018, parent and community engagement has been encouraged through the school newsletter published fortnightly and the CSSS Facebook site. Teachers are encouraged to highlight student achievements through these avenues and important information in relation to school events and priorities and is shared.

## **Respectful relationships education programs**

The school has developed and implemented programs that focus on meaningful, respectful and healthy relationships. CSSS places a high priority on student and staff wellbeing and has processes in place to address a wide range of student support needs at school and at home. The school culture and expectations are that the school will accommodate the learning and wellbeing needs of all students. A flexible and student centred approach is used to meet the identified needs of all students.

The Positive Behaviour for Learning (PB4L) team were committed to making Calamvale Special School a safe and friendly learning environment that values difference and embraces diversity with support given to students based on need. Students were encouraged to gain GOTCHA awards for following the school's expectations. Expectations are part of our assemblies each week with each class making a presentation of their learning. Positive behaviours are celebrated at every assembly.

## 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	5	7	6
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	156,949	184,025	196,659
Water (kL)			

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.

Water is supplied as part of Calamvale Community College. There is no charge to CSSS.

CSSS is committed to reducing our carbon footprint. Air conditioning is used as per Departmental requirements. Water from tanks is used where possible. A recycling Program is being developed to roll out in 2019. Laminating and the use of single use plastics is monitored and decreasing.

## 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.

#### 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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a downward arrow indicating a dropdown menu.

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	59	1
Full-time equivalents	32	37	1

\*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	7	
Graduate Diploma etc.*	7	
Bachelor degree	24	
Diploma	1	
Certificate	0	

### Professional development

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

The total funds expended on teacher professional development in 2018 were \$71,036.98

In addition to this figure is the coaching and mentoring of school-based coaches as part of staffing allocation and an additional allocation of non-contact time to facilitate data and performance conversations. The Master Teacher ICP project was undertaken at no cost to the school.

**The major professional development initiatives are as follows:**

- Leadership
- Coaching
- Curriculum
- AUSLAN and VET Delivery Qualifications
- Literacy
- Communication
- Process Based Learning
- Intensive Interaction
- Numeracy
- DET Mandatory training
- AUSTSWIM and Hydrotherapy Training
- Psychological First Aide
- First Aid and CPR
- State and National Conferences – at a presenter and participant level
- Positive Behaviour for Learning
- Engagement
- Disability
- Induction
- Beginning Teacher Mentoring
- Therapy and Nursing

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.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	88%	87%	87%
Attendance rate for Indigenous** students at this school	96%	88%	89%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

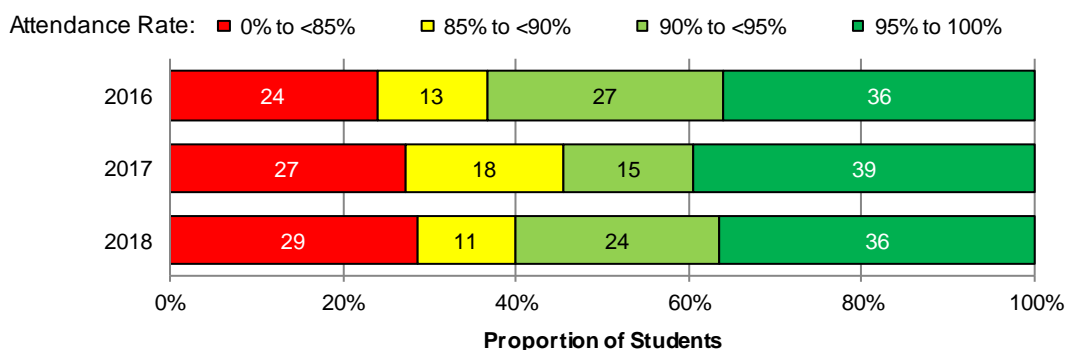
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	88%	74%	83%	Year 7	88%	91%	90%
Year 1	84%	84%	76%	Year 8	87%	88%	88%
Year 2	88%	84%	77%	Year 9	96%	89%	88%
Year 3	92%	85%	82%	Year 10	86%	87%	84%
Year 4	92%	89%	93%	Year 11	90%	86%	91%
Year 5	85%	95%	93%	Year 12	91%	89%	82%
Year 6	89%	91%	94%				

Notes:

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

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

Parents are asked to telephone or SMS the school to leave a message advising the school of student absence with an explanation. Class rolls are marked twice daily according to the policy and parents are advised of any unexplained absence by SMS. All parents/caregivers who remove a student from the school during the day must do so through the administration office.

It is understood that in some cases, the child's medical conditions limits 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 to support students with ongoing attendance issues. Long absences and poor attendance are addressed through the admin according to policy. Some students attend on Flexible Learning Plans.

Parents are provided with information regarding Every Day Counts, reminders in the school newsletter.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students awarded a VET qualification.

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	6	14	8
Number of students awarded a QCIA	6	14	8
Number of students awarded one or more VET qualifications (including SAT)	2	1	3
Number of students awarded a VET Certificate II or above	0	1	1
Number of students who were completing/continuing a SAT	1	1	1
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	33%	7%	37.5%

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 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018	Note:
Certificate I	2	1	8	The values in table 15: <ul style="list-style-type: none"> <li>are as at 11 February 2019</li> <li>exclude VISA students (students who are not Australian citizens or permanent residents of Australia).</li> </ul>
Certificate II	0	1	1	
Certificate III or above	0	0	0	

CSSS provides Certificate I courses through their association with the Special Education Training Alliance. Some students complete Certificate II courses with external providers as part of School Based traineeships

## 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		117%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	100%

Notes:

- 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%).
- 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.

### Early school leavers

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

All students complete year 12 unless they move schools.

### 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.calamvalespecialschool.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>