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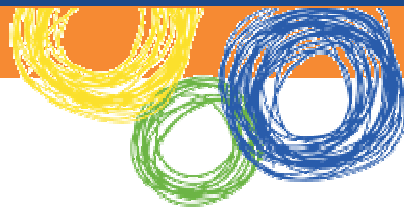
To Learn, To Live, To Grow

Please find below the 2011 school report for Calamvale Special School. The report briefly highlights achievements that occurred in 2011 and also summarises key areas of anticipated direction in 2012.

School progress towards its goals in 2011:

CURRICULUM

- Reviewed and expanded on the current Whole School Curriculum Framework.
- Worked with staff to become familiar with the National Curriculum in the areas of English, Maths and Science and incorporated these documents into our Whole School Curriculum Framework.
- Aligned school's planning, assessment and reporting cycles with the National Curriculum, ready to implement in 2012.
- Junior and Middle School Teams continued to plan together on OneSchool with all teachers becoming confident in the process. Senior School Team commenced planning on OneSchool in Term Four.
- Continued professional development and ongoing support for teachers to become familiar with the National Curriculum. Trialled planning using the English, Maths and Science Curriculum into the Classroom (C2C) resources in Term Four.
- Continued use of additional assessment guides (PIVATS) for some nonverbal and multiply impaired students.
- Continued emphasis and development in diagnostic assessment, data collection and moderation processes.
- Ensured that all students will have an Individual Education Plan.
- Implemented P-12 Curriculum Framework for Queensland State Schools.
- Implemented aspects of the Teaching and Learning - Roadmap.
- Continued whole school planning to implement the Queensland Curriculum Assessment and Reporting (QCAR) Framework in Years 1 to 9 and participation in National Curriculum from 2012.
- Implemented the Queensland Certificate of Individual Achievement.
- Continued to embed key components of Smart Moves – Physical Activity Programs in Queensland State Schools.
- Offered an option to engage all students, particularly those at risk of leaving school early and assist disengaged students to reconnect with learning.
- Implemented the School Planning, Reporting and Reviewing Framework 2010.



LITERACY

- Finalised 'Literacy and Communication Policy' with updated suggestions from draft document.
- Ensured that the majority of students are reassessed on reading fluency and comprehension using the Sunshine Reading Program Assessment. PD given to staff on the use of the Sunshine Reading Program.
- Continued to draw staff attention to existence of the community sight word kits. Encouraged staff to use kits for tracking student improvement and reporting in this area.
- Re-familiarised staff with the Magic 100/200 checklist for assessment and reporting and continued PD in this area for new and existing staff.
- Purchased new resources for the teacher resource section in the library to replace older/broken books disposed in 2010.

NUMERACY

- Developed the school's 'Numeracy and Mathematics Policy' to align with ACARA.
- Investigated a number of standardised assessments to assess numeracy and mathematics skills across the school on a regular basis (including the EQ numeracy indicators).

COMMUNICATION

- Assessed all Junior and Middle school students and all nonverbal senior school students using 'The Communication Matrix'.
- Implemented a system of updating and/or completing a new matrix for these students twice a year (Term 2 and Term 4).
- Continued professional development and emphasis on staff training in Key Word Signing, PECS, AAC methods and use of the iPad, iPod touch with the Proloquo2go application.
- Organised and ran PD sessions for families in conjunction with SLP in using the iPad and the iPod touch as communication device and the selection of appropriate Applications to use on these devices.

STUDENT WELFARE

- Supported children and young people in the care of the state through the development and implementation of Educational Support Plans for all students in care.
- Continued to implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.

STAFF DEVELOPMENT

- 100% of teachers and teacher aides have a Professional Development Plan.
- Conducted a needs analysis of professional development priorities for all staff.
- Developed a Whole School Professional Development Plan focusing on activities to be engaged in each term.
- Reduced use of TRS through in-school replacement of teachers when possible.
- Focused on professional development in ICT e.g. Smart Bug User Group, iPads, interactive whiteboard, adaptive technology
- Continued to focus on professional development in disability specific topics, communication and ICT
- Explored and implemented a peer mentoring project
- Provided small group/one-to-one support to teachers to increase their confidence in the use of OneSchool.
- Developed and implemented use of Professional Development Evaluation and Reflection Form to gain insight into value of PD activities and how information learnt can be shared with other staff members.



- Continued to utilise staff meetings as a forum for presentations on specific topics.
- Utilised SLP to conduct professional development on communication specific topics.
- Hosted a series of staff dinners during which professional development activities will be undertaken.
- Developed Watching Others Work (WOW) Program which focuses on observation of teacher classroom practice.

ICT

- Increased the use of iPads, iPod Touches, Interactive Whiteboards and computers to enhance student learning and engagement in all curriculum areas.
- Provided professional development for staff to investigate appropriate and relevant applications for the iPad/iPod Touch and computer software for the interactive whiteboards and computers.
- Accessed professional development on use of adaptive technology e.g. interactive whiteboard, iPad, iPod touches.
- Hosted Smart Bug User Group on behalf of Electroboard Solutions.
- Sorted and cull old computer software and programs that are no longer relevant and do not have site licenses.
- Purchased four additional interactive whiteboards
- Upgraded and purchased ten desktop computers and one monitor.
- Maintained school ICT Technician for one day per week
- Focused on ICT professional development to increase teacher confidence in use of technology.

FACILITIES

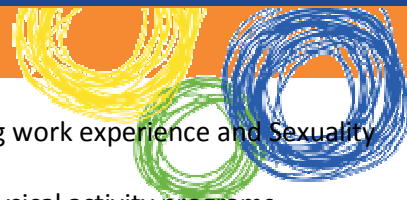
- Refurbished Home Economics room in E Block (EQ funded).
- Erect outdoor covered area outside of classroom S4 (EQ funded).
- Reviewed classroom accommodation with possible additional classrooms for 2012.
- Ensured assets are replaced or repaired in a timely manner.
- Maintained and passed bi-annual inspections.
- Maintained and enhanced swimming pool flooring and echo reduction.
- Managed and monitored electricity use for possible savings.
- Reviewed playground equipment and fort. Investigated covering of multi-purpose court and enclosing F Block undercover area.
- Maintained school grounds and to a high standard, reflected in annual staff survey.

COMMUNITY

- Implemented strategies and actions, in partnership with the community and school, to reduce school's ecological footprint.
- Engaged the community in the Quadrennial School Review.
- School P&C had access to the school's financial position.
- Increased community involvement through participation in P & C activities and increased work experience sites.

FUTURE OUTLOOK

- Actively engage with 'Curriculum into the Classroom' resources.
- Implementation of the Queensland Curriculum, Assessment and Reporting Framework (QCARF).
- Use OneSchool for curriculum planning and recording in addition to centralising student performance data and diagnostic assessments.
- Appoint Year Level Coordinators in each subsection of the school to build capacity.



- Enhance and expand senior school curriculum offerings including work experience and Sexuality and Relationship Education.
- Continue to implement the key components in Smart Moves physical activity programs
- Work with staff to become familiar with the Australian Curriculum in the areas of English, Maths and Science and incorporate these documents into classroom practice.
- Ensure that the school's planning, assessment and reporting cycles are aligned with the Australian Curriculum.
- Junior, Middle and Senior School Teams continue planning together on OneSchool with all teachers becoming confident in the process.
- Teachers become confident using C2C.
- Continue professional development and ongoing support for teachers to become familiar with the Australian Curriculum using the English, Maths and Science National Curriculum documents.
- Pre-foundation levels from the National Curriculum replace PIVATS curriculum.
- Continued emphasis and development in assessment, data collection and moderation processes..
- Increase the use of iPads, iPod Touches, Interactive Whiteboards and computers to enhance student learning and engagement in all curriculum areas by providing PD for staff. Investigate appropriate and relevant Applications for the iPad/iPod Touch and Computer software (that only have whole school site licenses) for the whiteboards and computers.
- Continue to embed key components of *Smart Moves – Physical Activity Programs in Queensland State Schools*
- Utilise school data collection tools to monitor student progress and improvement literacy.
- Continue to fund and further enhance the role of Literacy Coordinator within the school.
- Ensure that the majority of students are reassessed on reading fluency and comprehension using the Sunshine Reading Program Assessment. PD given to new staff on the use of the Sunshine Reading Program.
- Continue to draw staff attention to existence of the community sight word kits. Encourage staff to use kits for tracking student improvement and reporting in this area.
- Re-familiarise staff with the Magic 100/200 checklist for assessment and reporting and continue PD in this area for new and existing staff.
- Purchase of new resources for the teacher resource section in the library to replace older/broken books disposed in 2011.
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NUMERACY

- Development of the school's 'Numeracy and Mathematics Policy' to align with ACARA.
- Investigation of a number of standardised assessments to assess numeracy and mathematics skills across the school on a regular basis (including the EQ numeracy indicators).
- Purchase of new resources for the teacher resource section in the library to replace older/broken books disposed of in 2011.
- Utilise school data collection tools to monitor student progress and improvement in numeracy.
- Ensure that all students have an individual assessment to assess numeracy and mathematics skills across the school.

CLOSING THE GAP

- Ensure educational outcomes for Aboriginal and Torres Strait Islander students are addressed and targeted funds are used to support initiatives including Closing the Gap.



PROFESSIONAL DEVELOPMENT

- Implement values education and cultural awareness programs as relevant.
- 100% of teachers and teacher aides to have a Professional Development Plan.
- Conduct needs analysis of professional development priorities for all staff.
- Develop a Whole School Professional Development Plan focusing on activities to be engaged in each term.
- Reduce use of TRS through in-school replacement of teachers when possible.
- Focus on professional development in ICT e.g.: Smart Bug User Group, iPads, interactive whiteboard, adaptive technology Continue to focus on professional development in disability specific topics, communication, ICT.
- Explore and implement a peer mentoring project.
- Provide small group/one-to-one support to teachers to increase their confidence in the use of OneSchool.
- Continue to utilise staff meetings as a forum for presentations on specific topics.
- Utilise SLP to conduct professional development on communication specific topics.

FACILITIES

- Enclose E Block undercover area.
- Review classroom accommodation with possible additional classrooms for 2013
- Electricity is managed/monitored for possible savings
- Continue to review playground equipment and fort. Investigate covering of multi-purpose court.
- Establishment of Rainforest garden behind K Block.

SCHOOL PROFILE

Coeducational or single sex: **Coeducational**Year levels offered: **1-12**

Total student enrolments for this school:

Total	F	M	Enrolment Continuity (Feb 2011 – Nov 2011)
Enrolment			
121	43	78	95%

CHARACTERISTICS OF THE STUDENT BODY

The enrolment at Calamvale Special School has continued to grow over the past few years. Population growth in the surrounding suburbs is the major factor. Male students outnumber female students by a ratio of almost 2:1. An increasing number of students who have been diagnosed with Autism Spectrum Disorder have enrolled. Approximately 30% of the students have been diagnosed with Autism. Approximately 10% of the student population are “students in care”. There are 4 junior classes, 9 middle school classes and 6 senior school classes.

CLASS SIZES – PROPORTION OF SCHOOL CLASSES ACHIEVING CLASS SIZE TARGETS IN 2011

Phase	Average Class Size
Prep – Year 3	5
Year 4 – Year 10	6
Year 11 – Year 12	6
All Classes	6

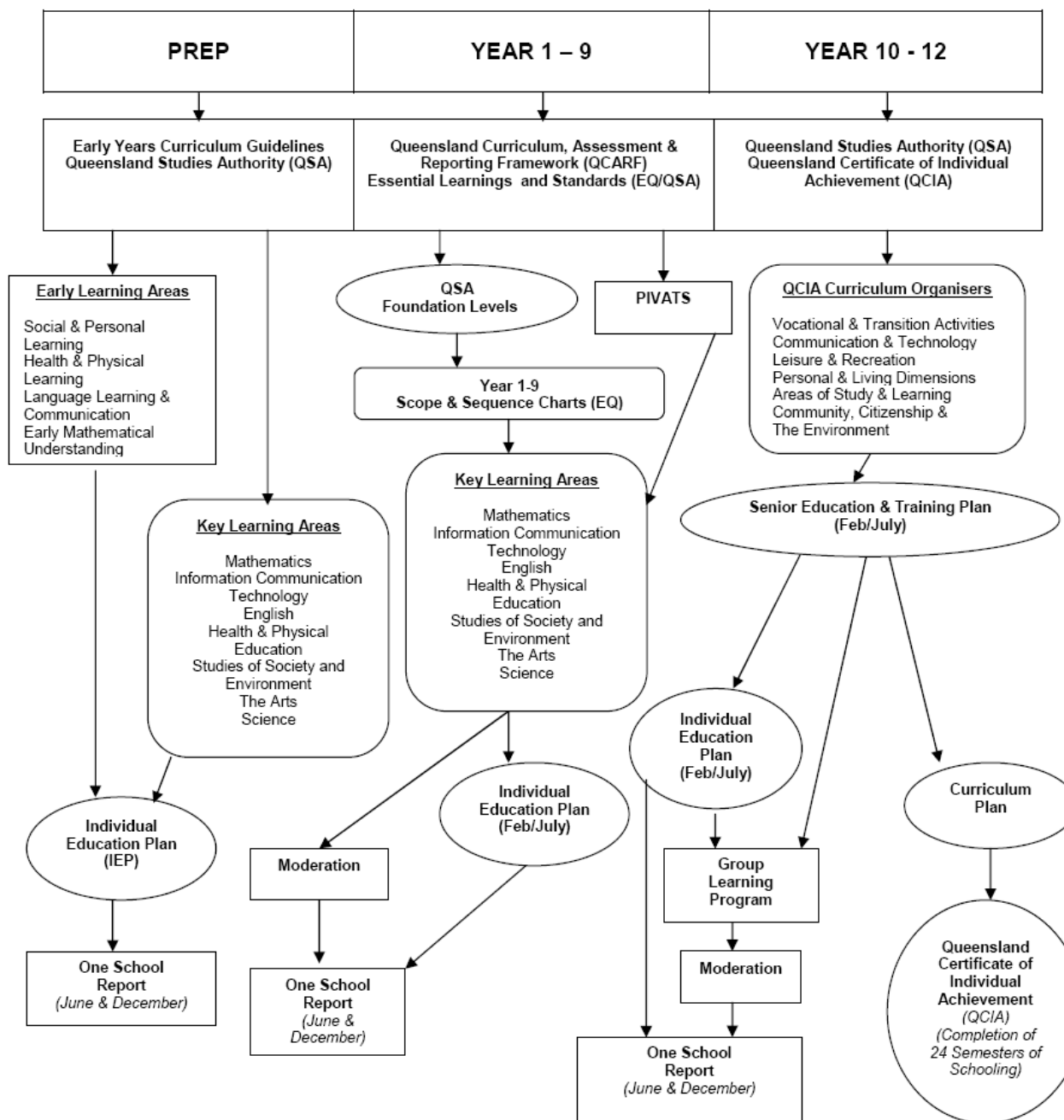
SCHOOL DISCIPLINARY ABSENCES

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

CURRICULUM OFFERINGS

P-12 Curriculum Framework

The P – 12 Curriculum Framework is an over-arching framework that captures all curriculum requirements from Prep to year 12. These requirements are the core of a student's learning program that may be supplemented with other learning as determined by the school and teacher



EXTRA CURRICULA ACTIVITIES

- **Community Based Learning:** Calamvale Special School ensures that students of all ages, where appropriate, undertake learning in the community. Activities such as, accessing the Calamvale Marketplace Shopping Centre located directly opposite the school, provides a suitable venue for “real life learning” of money skills, shopping, following instructions and behaving appropriately. A number of the senior students access programs in the community to assist in preparing the students for their transition from school to post school opportunities which may include supported employment or further education.
- **School Camps:** Most classes participate in some form of a school camp from having a sleep over at school for the junior classes to the senior students having a “farewell to school” type camp.
- **Schoolwide Positive Behaviour Support:** Calamvale Special embraces the concept of SWPBS with the majority of the staff being trained in aspects of the program. This whole school approach to addressing behaviour has seen a marked improvement in student behaviour especially during recess times.
- **Non-Violent Crisis Intervention Training:** Staff working with students with severe acting out behaviour are trained in this non aversive technique.
- **Picture Exchange Communication System:** Used for students with limited or no verbal speech and is used extensively throughout the school.
- **Health & Physical Education:** A specialised physical education teacher is employed 2.5 days a week to directly provide programs to most students. Learn to swim classes and hydrotherapy are also part of the PE program.
- **Sensory Room:** Established in 2007 to assist students in their development. Partly funded by the Gambling Community Benefit Fund the room has proven to be a popular resource for the students to explore various sensations especially sight, sound and tactile senses.

INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and communication technologies play a significant part in the life of a student at Calamvale Special School. An increasing number of classrooms have installed interactive white boards which have proven to be a highly effective tool. I-Pad & i-Pod use has continued to grow. An i-Pad user group has been formed to ensure staff are aware of the latest updates. OneSchool has been embraced with staff planning using OneSchool and actively reporting behaviour incidents both positive and negative on OneSchool.

SOCIAL CLIMATE

According to the 2011 School Survey, parents view the special school in a very positive light. School climate and resources of the school were rated significantly higher than the state average for schools. This has been consistent over the past three years. An application has been made for a Chaplin to be based at the school.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

The overall satisfaction levels from the parent community and staff at Calamvale Special School continue to remain very high.

PERFORMANCE MEASURE	RESULT 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	%
Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	89%
Percentage of staff members satisfied with morale in the school	93%

DW – Data withheld

INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

Twice a year parents are invited to visit the school to discuss their child's individual education plan. Communication books are used by the teachers to stay in regular contact with parents regarding class programs, student progress and daily events. Visits to the class are actively encouraged. The P & C take an active role in promoting Calamvale Special School.

REDUCING THE SCHOOL'S ENVIRONMENTAL FOOTPRINT

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Staff continue to be diligent in managing electricity usage in the school. Although the electricity usage has increased this is due to increased student numbers (additional classrooms) and a full year of using our new swimming pool complex.

ENVIRONMENTAL FOOTPRINT INDICATORS, 2010-2011

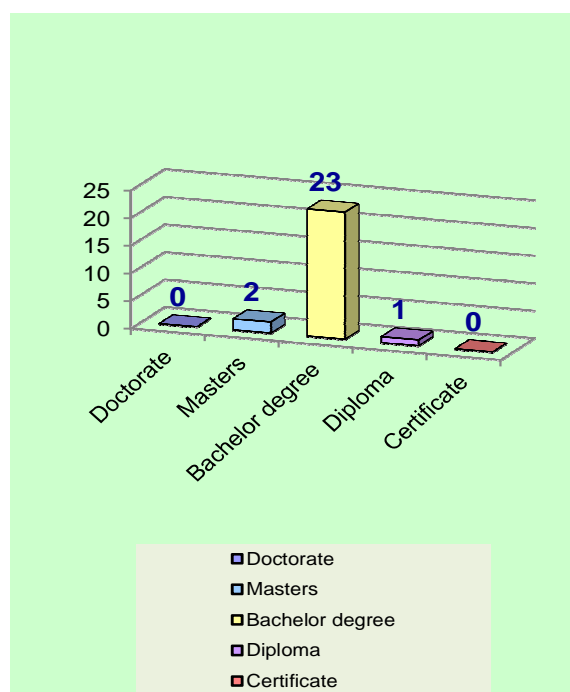
	Electricity KwH	Water KL
2011	116,846	0
2010	104,738	0
% change 10 - 11	12%	N/A

STAFF COMPOSITION, INCLUDING INDIGENOUS STAFF

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	28	30	0
Full-time equivalents	26	21	0

QUALIFICATIONS OF ALL TEACHERS

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	23
Diploma	1
Certificate	0



EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The total funds expended on teacher professional development in 2011 were \$23771. The total funds expended on staff professional development in 2010 was \$18,445 and in 2009 \$17496.

The major professional development initiatives are as follows:

- Literacy/Numeracy
- Behaviour Management- School-wide Positive Behaviour Support
- Non-violent crisis intervention
- Interactive whiteboard use
- Team building through afterhours in-service
- Disability specific topics such as Autism, communication, PECS, Key Word Signing
- State conference ASEAQ/AASE

The involvement of the teaching staff in professional development activities during 2011 was 100 %.

AVERAGE STAFF ATTENDANCE

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

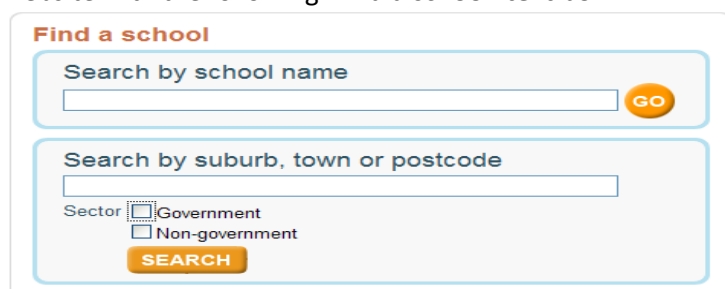
PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

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

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



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

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

KEY STUDENT OUTCOMES

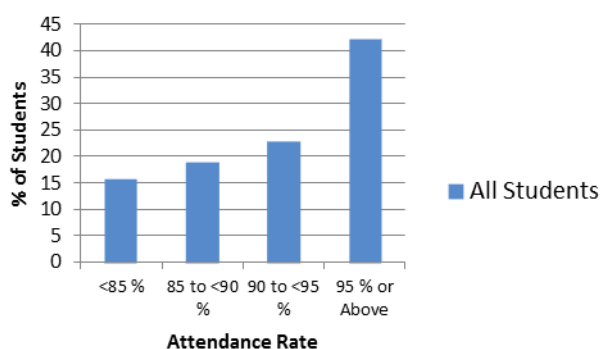
Students continue to make progress in key curriculum areas. Individual achievements are reported to parents twice a year via school report cards.

STUDENT ATTENDANCE - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland state Special schools over the same period was 89%.

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Our school has two checks in relation to school attendance. Firstly, students are marked off on attendance rolls (bus/parent) in the morning and in the afternoon. Secondly, staff in the classrooms mark the roll daily. Parents need to contact the school if a student is away. Unexplained absences of 3 days or more are followed up by school administration.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) RESULTS

All of our students have been exempt from NAPLAN in 2011.

ACHIEVEMENT – CLOSING THE GAP

Close the gap in student attendance by 2013	The gap between Indigenous and non-Indigenous attendance rates.	2008 6%	2009 4%	2010 4%
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Students continued to make solid gains via the individual education plans. Retention rate was 100% of all indigenous students while the attendance gap remained the same from the previous year.

ATTAINMENT AND ACHIEVEMENT – YEAR 12**APPARENT RETENTION RATES YEAR 10 TO YEAR 12**

Year 12 student enrolment as a percentage of the Year 10 student cohort. 100 %

OUTCOMES FOR OUR YEAR 12 COHORT OF 2011

Number of students receiving a Senior Statement.	14
Number of students awarded a Queensland Certificate Individual Achievement.	14
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0

OVERALL POSITION BANDS (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
0	0	0

POST-SCHOOL DESTINATION INFORMATION

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

EARLY LEAVERS INFORMATION

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.
No students left 10/11 or 12 early.