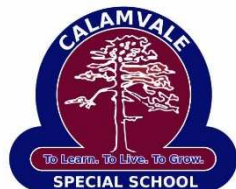


# Calamvale Special School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The Annual Report for Calamvale Special School highlights the school's achievements for 2014. It is a brief overview that summarises key reportable areas and informs the direction the school will take in 2015.

### School progress towards its goals in 2014

Annual Implementation Plan Priority Area	Strategies for Implementation	Progress toward Completion
1. Implement the Australian Curriculum	<ul style="list-style-type: none"> <li>Continue to review and align Whole School Curriculums, Assessment and Reporting Plan with the Queensland Curriculum Assessment and Reporting Framework</li> <li>Implement the Australian Curriculum</li> <li>Develop a whole school curriculum, assessment and reporting plan</li> <li>Match budget to curriculum priorities</li> <li>Teachers undertake professional development to enable them to embed technology in teaching practices</li> <li>Focus teaching on the "how" of teaching as well as the "what"</li> </ul>	<p>Completed and continually reviewed to ensure alignment</p> <p>Ongoing implementation</p> <p>Completed</p> <p>Completed</p> <p>Ongoing to ensure teachers remain up-to-date</p> <p>Completed</p>
2. Use data to inform teaching practice	<ul style="list-style-type: none"> <li>Develop evidence based decision making practice</li> <li>Introduce 5-weekly data collection and analysis to inform teaching</li> </ul>	<p>Partially completed/carry forward to 2015</p> <p>Partially completed/ carry forward to 2015</p>
3. Implement whole school pedagogical practices	<ul style="list-style-type: none"> <li>Adopt and adapt a research driven, evidence based pedagogical approach that promotes school-wide high expectations and consistency of practice</li> <li>Focus on high quality teaching practices</li> <li>Develop and manage collaborative teaching practices</li> <li>Implement and manage consistent classroom pedagogical practices</li> </ul>	<p>Completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> <li>Implement a whole school pedagogical assessment and data collection program</li> <li>Develop a quality improvement plan</li> <li>Provide professional development and feedback to staff about explicit teaching practices</li> <li>Use the Developing Performance Framework as a tool to align teacher capability development with school priorities</li> </ul>	<p>Completed and in place</p> <p>Completed</p> <p>Completed</p> <p>Ongoing</p>
4. Develop instructional leadership with a focus on workforce performance	<ul style="list-style-type: none"> <li>Focus on enhancing leadership skills associated with coaching and feedback</li> <li>Develop instruction leadership skills through implementation of the Australian Curriculum, priority areas of General Capabilities and Foundation Level</li> <li>Develop the professional capabilities of all staff based on school priorities of communication, literacy, numeracy, physical education, behaviour strategies and understanding Autism</li> <li>Build learning and feedback culture for staff</li> <li>Align teacher capability with school priorities through the Developing Performance Framework</li> </ul>	<p>Ongoing</p> <p>Completed and in place for 2015</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
5. Develop productive partnerships with students, staff and parents	<ul style="list-style-type: none"> <li>Consult with community on achievement of improved student outcomes, targets and strategic priorities</li> <li>Develop productive partnerships with students, parents and staff through the Supportive School Environment Committee</li> <li>Implement the Flying Start reforms</li> <li>Build professional relationships with staff and professional colleagues</li> <li>Revise Responsible Behaviour Plan</li> <li>Develop asset replacement plan</li> <li>Develop facilities maintenance plan</li> <li>Revise Workplace Health and Safety Plan</li> <li>Review and revise emergency management plan</li> <li>Focus on energy sustainability within the school</li> <li>Explore school chaplaincy program</li> <li>Increase the profile of Calamvale Special School in the local community</li> </ul>	<p>Completed</p> <p>Ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Ongoing</p> <p>Completed and in place</p> <p>Ongoing</p>
6. Improve school performance	<ul style="list-style-type: none"> <li>Implement actions to improve reading outcomes</li> <li>Implement actions to improve numeracy outcomes</li> <li>Implement actions to improve writing outcomes</li> <li>Implement actions to improve science outcomes</li> <li>Implement and manage actions to "Close the Gap" between Indigenous and non-Indigenous student learning and attendance outcomes</li> <li>Actively lead "Closing the Gap" initiatives</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Completed</p> <p>Partially completed/ carry forward to 2015</p>

7. Plan to transition Year 7 to high school	<ul style="list-style-type: none"> <li>Restructure the secondary programs into Junior and senior secondary cohorts</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Provide comprehensive communication and information for parents including parent handbook, regular updates on the school's website and Facebook</li> </ul>	Completed

### Future outlook

To build on the work of 2014 the school's 2015 Annual Implementation Plan details the following priorities which have been endorsed for actioning.

Priorities for 2015	Planned Strategies
1. Reading	<ul style="list-style-type: none"> <li>All students have formal systems of communication, led by the school's Speech Language Pathologist and supported through the school's Great Results Guarantee</li> <li>Explicit teaching of each element of Four Blocks methodology</li> <li>Appoint curriculum leaders across stages of learning</li> <li>Engage a literacy coach</li> </ul>
2. Writing	<ul style="list-style-type: none"> <li>Include in the whole-school pedagogical framework that includes writing to communicate</li> <li>Explicit teaching of writing using Four Blocks methodology</li> <li>Learning goals include strategies for writing to communicate</li> <li>Continue to implement Australian Curriculum General Capabilities and Foundation Level requirements</li> </ul>
3. Numeracy	<ul style="list-style-type: none"> <li>Master teacher to coach teachers</li> <li>Review existing school numeracy framework</li> <li>Explore other ways of teaching mathematics so as to have an agreed approach, documented in school's Pedagogical Framework</li> </ul>
4. Science	<ul style="list-style-type: none"> <li>Enhance science resources</li> <li>Employ science specialist teacher</li> <li>Implement Curriculum to Classroom Science curriculum as school program</li> </ul>
5. Attainment	<ul style="list-style-type: none"> <li>Implement a range of actions to improve students' communication abilities</li> <li>Implement a range of actions to improve student reading outcomes</li> <li>Implement a range of actions to improve student numeracy outcomes</li> </ul>
6. Transition	<ul style="list-style-type: none"> <li>Prepare pre-preps for starting school in 2016</li> <li>School to work initiatives include work readiness teaching</li> <li>Smooth transitions across school sectors included in Semester 2 planning</li> </ul>
7. Attendance	<ul style="list-style-type: none"> <li>Utilise school data collection tools to monitor student attendance</li> <li>Partner with parents to develop shared commitment to student learning through regular attendance</li> <li>Monitor roll marking to ensure consistency across school</li> </ul>
8. Closing the Gap between attendance and outcomes of Indigenous and non-Indigenous students	<ul style="list-style-type: none"> <li>Actively lead Closing the Gap Initiatives</li> <li>Celebrate cultural days of importance to Aboriginal and Torres Strait Islander peoples</li> <li>Embed Aboriginal and Torres Strait Islander Perspectives in Curriculum</li> </ul>
9. Human Relations Education	<ul style="list-style-type: none"> <li>Implement the school's Human Relations Education Program</li> </ul>
10. Embed use of technology in teaching and learning	<ul style="list-style-type: none"> <li>Pedagogical practice meets AITSL standards</li> </ul>
11. Student Engagement	<ul style="list-style-type: none"> <li>Provide Intensive Interaction for non-communicative students</li> <li>Review Pedagogical Framework</li> </ul>
12. Student Self-care	<ul style="list-style-type: none"> <li>Partner with families and carers for students to become independent with toileting</li> <li>Develop individual Health Care Plans</li> </ul>

13. Parent and Community Engagement	<ul style="list-style-type: none"> <li>• Actively promote and encourage parent / care participation and engagement</li> <li>• Support parents and carers by introducing a Parent Support Group</li> <li>• Train parents and carers in self-determining programs that provide greater consistency in student engagement between home and school</li> </ul>
14. Embed Positive Behaviour for Learning (PBL)	<ul style="list-style-type: none"> <li>• Appoint school-based Positive Behaviour for Learning (PBL) coordinator and school-based case manager/ coach</li> <li>• Use data to develop evidence –based decision making practices</li> <li>• Target resourcing to support individual student behaviour improvement</li> </ul>
15. Staff Wellbeing and Satisfaction	<ul style="list-style-type: none"> <li>• Improve staff morale</li> <li>• Reinvigorate consultation processes</li> <li>• Enhance performance development opportunities</li> <li>• Wellbeing programs – Mindfulness and Aqua-aerobics</li> </ul>
16. Workplace Health and Safety	<ul style="list-style-type: none"> <li>• Induct new school-based WH&amp;S Advisor</li> <li>• Conduct school WH&amp;S audit</li> <li>• Ensure safe lifting and student management practices are followed</li> </ul>
17. Asset and Facilities Management	<ul style="list-style-type: none"> <li>• Develop asset replacement plan</li> <li>• Implement facilities maintenance plan</li> <li>• Manage energy sustainability within school</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	111	38	73	93%
2013	118	44	74	95%
2014	120	48	72	94%

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

### Characteristics of the student body:

Student enrolments continued to grow as they had over the preceding years. This is a result of population growth in the surrounding suburbs and further afield. The school is a preferred facility by many parents of children with an intellectual disability. Boys outnumber girls with boys making up 60% of total enrolments and girls 40%. Students with Autistic Spectrum Disorder continued to be an increasing proportion of new enrolments as did students with multiple impairments. Students in out-of-home care made up more than 10% of the student cohort. In 2014 there were 5 Early Years, 8 Middle Years, 5 Junior Secondary and 3 Senior Years classes, making 21 class groups altogether.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	6	5	5
Year 4 – Year 7 Primary	7	6	6
Year 7 Secondary – Year 10	6	7	6
Year 11 – Year 12	6	6	7

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Calamvale Special School is a specialist school that provides educational programs for students with a broad range of support needs. Enrolment in 2014 reached 122 students aged between 5 and 18 years. All students enrolled had an intellectual disability, therefore curriculum offerings were highly individualised and specific to each student's needs. These include:

- A strong emphasis on functional academics, particularly literacy and numeracy
- Great Results Guarantee funding focused on supporting each student to have an effective communication system including AUSLAN signing
- The curriculum at Calamvale Special School is the Australian Curriculum which has been translated into the school's P-12 Curriculum Framework
- Curriculum to Classroom (C2C) units for students working at a year level below their enrolled year are utilised for planning and teaching literacy, numeracy, science, history and geography
- Students who are not yet developmentally ready for instruction in a year level curriculum area work on the Australian Curriculum, General Capabilities for Students with a Disability
- Senior Secondary students undertake learning programs within the school and community that allow them to gain a Certificate of Individual Achievement when they graduate at the end of year 12
- All students from Prep to Year 10 have an endorsed Individual Curriculum Plan negotiated with parents, that informs assessment, reporting and teaching for each school semester
- Human Relations Education is a key component of the school's curriculum and is taught by a non-contact time teacher
- Health and Physical Education as well as Music are taught by non-contact teachers across all classes
- Senior students have SET Plans and Planning Alternate Tomorrows of Hope (PATH) that map their pathway to post-schooling options
- Senior students undertake work experience that prepares them for meaningful post school placements

### Extra curricula activities

- Community Based Learning ensures that students of all ages, where appropriate, participated in active learning in the community. Activities included excursions, visits to parks and recreation reserves as well as the local shopping centre, so as to provide real-life learning and opportunity to transfer skills taught in the classroom to real literacy, numeracy and life-skills learning.
- School Camps were held during the year and varied from class sleep overs, to "incursions" and the senior students' end of year camp.
- School Wide Positive Behaviour Support (SWPBS) provided extra curricula opportunities for students. SWPBS reward activities for students demonstrating excellent behaviour included school discos and lunch with the principal. Playground activities were offered to keep students engaged and active at lunch breaks and a chance to put the school's expectations into practice. These activities included scooter riding on the oval, bike riding on the multi-purpose court and board games.
- Health and Physical Education lessons were conducted each week for all students. During Term 1 and Term 4 students enjoy swimming lessons in the school's heated pool. Lunch time swim club was offered to students in the Middle Years and secondary sections of the school.
- Therapy Services were provided by a Speech Therapist, Physiotherapist and Occupational therapist as part of individual students' program.
- Art was a key focus area in 2014 with all students producing pieces of art to be exhibited at the school's inaugural Art Show. The Art Show was really well attended and successful in building stronger school/ parent and community relations.
- Choir was offered to students from the secondary school of a lunch time. The choir performed on a number of occasions during the year. Choir is popular and well attended by singing enthusiasts.
- Fit Club is offered as a lunch time activity all year
- Swimming Club is offered to students in Terms 1 and 4
-

## How Information and Communication Technologies are used to assist learning

Information and communication technologies play a significant part in the life of a student at Calamvale Special School. All classrooms have interactive white boards which have proven to be a highly effective tool in engaging students. Teachers have demonstrated that they understand digital pedagogies well in teaching a differentiated curriculum to the range of students in each class. iPads are used effectively as a communication device with applications that allow students to access information quickly and to communicate with others. One School has been the main electronic tool for recording Individual Curriculum Plans, student assessment and reporting, behavioural data and contact information. One School data dashboards are utilised by staff to analyse student and school performance on an ongoing basis. The school is well equipped with ICT devices, connectivity and technology support.

### Social Climate

According to the 2014 School Survey, parents viewed Calamvale Special School in a very positive light. All areas of the Parent Opinion Survey had 100% satisfaction, which was an improvement on 2013 measures. All areas surveyed were rated much higher than state average for special schools. This has been consistent over the past four years. The appointment of a School Chaplain has made a positive difference for student care and welfare. Parents are very trusting of the school, its programs and staff management and education of their children.

Student opinions are not measured on the Student Opinion Survey used for state schools.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	97%	96%	100%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	96%	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%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	96%	100%
teachers at this school treat students fairly* (S2008)	100%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	97%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		89%	89%
they feel that their school is a safe place in which to work (S2070)		84%	83%
they receive useful feedback about their work at their school (S2071)		53%	60%
students are encouraged to do their best at their school (S2072)		94%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
students are treated fairly at their school (S2073)		94%	91%
student behaviour is well managed at their school (S2074)		92%	86%
staff are well supported at their school (S2075)		57%	70%
their school takes staff opinions seriously (S2076)		60%	72%
their school looks for ways to improve (S2077)		80%	85%
their school is well maintained (S2078)		92%	96%
their school gives them opportunities to do interesting things (S2079)		89%	87%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012 and cannot be used in this table.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

### Involving parents in their child's education

Calamvale Special School promoted parent participation in the life of the school by being a warm and welcoming school. Twice yearly parents were invited to visit the school to discuss their child's Individual Education Plan or Individual Curriculum Plan. Communication books are used by all teachers to stay in regular contact with parents regarding class programs, student progress and daily events. Parent visits to classrooms as a volunteer were encouraged. The school produced a newsletter for parents and community and the school's website hosted information and coming events. The school's Facebook was utilised well by families and helped them stay in touch with daily events for the whole school community. The 2014 Art Show was very well attended and fostered parent participation and enhanced engagement with the school. An 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.

### Reducing the school's environmental footprint

Staff continued to be diligent in managing electricity usage at Calamvale Special School. Electricity usage decreased in 2014 by nearly 8,000 kWh from 2011-2012. Automatic timers and energy efficient bulbs and tubes also helped reduce electricity consumption. Careful monitoring and workplace practices with the use of electronic whiteboards and air-conditioners ensure these are not left on needlessly.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	148,443	0
2012-2013	147,887	0
2013-2014	140,562	0

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.



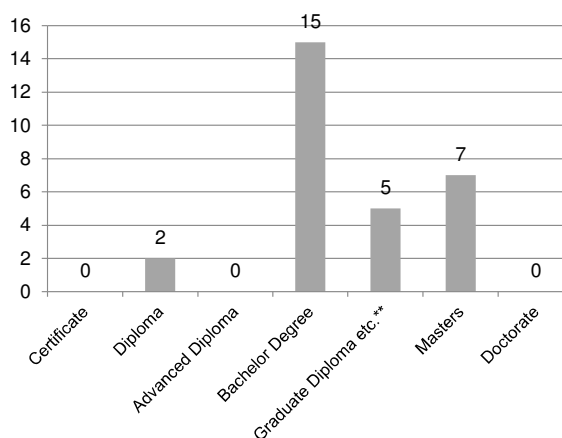
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	41	0
Full-time equivalents	28	27	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	5
Masters	7
Doctorate	0
<b>Total</b>	<b>29</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$16,086.

The major professional development initiatives are as follows:

- Literacy /Numeracy
- Individual Curriculum Planning
- Behaviour Management – School Wide Positive Behaviour Support
- Non-violent Crisis Intervention
- First Aid
- State Conference QASEL
- Disability specific programs including Autism, Communication methodology and Key Word signing
- Information and Communication Technology

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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

From the end of the previous school year, 82% of staff was retained by the school for the entire 2014 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.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government  
☒ Non-government

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 webpage.

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

## Performance of our students

### Key student outcomes

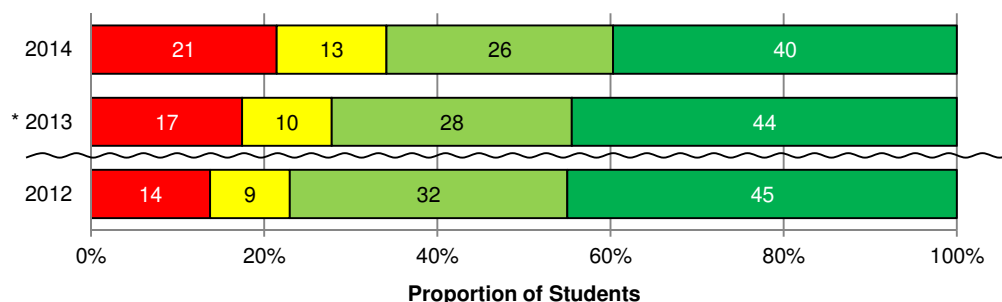
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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.

Regular student absences are followed up by staff who have called parents / carers, sent email, requested information through the communication book or by formal letter. Many student have multiple disabilities which adversely affects their health and some have required hospitalisation. Parents keep the school well informed at these times. Having good relationships with families has assisted in managing unexplained absences.

## Achievement – Closing the Gap

### Attendance records

In 2014 Indigenous student attendance rates of 94.3% were almost 5 percentage points higher than non-Indigenous students who had 89.6% attendance.

Attainment and retention rates have not been calculated for this school in 2014.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	N/A	N/A	N/A

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	4	10	7
Number of students awarded a Queensland Certificate of Individual Achievement.	4	10	7
Number of students receiving an Overall Position (OP)	0	0	0
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
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 19 February 2015. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early school leavers information

There were no students who left school in Year 10, Year 11 or prior to Year 12 completion. Seven students completed Year 12 in 2014.