



Calamvale Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Calamvale Special School is located on the southern side of Brisbane. It is a Queensland state government school which offers programs to students aged from 5 to 18 years of age, who have a significant intellectual impairment. Calamvale Special School is a co-educational school. There are a number of students who are diagnosed as having Autism Spectrum Disorder and an increasing number of students who have multiple impairments. We provide quality educational programs for all students attending our school. 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 provides a physically attractive, well-maintained, safe and enjoyable learning environment. Forming strategic partnerships with our parents and the local school community is important to us.

Calamvale Special School provides a safe and supportive environment to maximise each student's capacity and potential to be engaged, life-long learners and active citizens in our community.

Principal's Forward

Introduction

Calamvale Special School is located at 29 Nottingham Road, Calamvale. The school is a specialist school that provides educational programs for Prep to Year 12 students, who have intellectual disabilities and /or multiple impairments. These students require high levels of educational support. Staff members at Calamvale Special School have a strong commitment to ensuring every student is succeeding in the priority areas of communication, literacy and numeracy. Student and staff wellbeing are integral to core values embedded in the school's operations.

Students at Calamvale Special School are grouped on age, need and ability. There are four sectors across the school:

- ☐ Early Years;
- ☐ Middle Years;
- ☐ Junior Secondary; and
- ☐ Senior Secondary.

Classes are grouped on need within each sector, to allow teachers to effectively deliver the most appropriate, differentiated learning program for each student.

The Annual Report for Calamvale Special School highlights the school's achievements for 2016. It is a brief overview that summarises key reportable areas and informs the direction the school will take in 2017.

School Progress towards its goals in 2016

Priorities for 2016	Planned Strategies	Progress Made
1. Communication for Learning	<ul style="list-style-type: none"> All students have formal systems of communication, led by the school's Speech Language Pathologist and supported through the school's Investing for Success grant Teaching the fundamentals of communication through Intensive Interaction Engaging an external consultant to develop teacher and teacher aide skills in using augmentative and assistive communication support 	<p>These strategies were all implemented during 2016. A formal report was submitted to the Director-General outlining the use of Investing 4 Success funding to improve student progress with communication systems. The report showed strong growth in student learning through modelled and explicitly taught communication systems.</p> <p>Better communication and relationships developed through Intensive Interaction has seen improved student engagement and behaviour.</p>
2. Literacy	<ul style="list-style-type: none"> A whole school approach to teaching literacy, based on Four Blocks methodology All classroom teachers have access to coaching and an external consultant to develop a range of skills and strategies to effectively teach and assess student literacy Continue to implement Australian Curriculum General Capabilities and Foundation Level requirements 	<p>Four Blocks and Building Blocks were successfully implemented across all sectors during 2016, with a balanced literacy approach being adopted as a signature pedagogy. Teacher professional development, continued resourcing and expert coaching were features of the implementation of this priority area during 2016, and will continue to be emphasised in 2017.</p>
3. Numeracy	<ul style="list-style-type: none"> Training a team of teachers in YuMi Deadly Maths (YDM) Implementing YDM as a key pedagogical approach for teaching numeracy across all sectors Supporting teachers with a Numeracy Coach and Master Teacher to effectively engage students in mathematics, with relevant assessment, ICP goals and lesson planning 	<p>This priority was achieved and expanded upon with the school actioning YuMi Deadly Mathematics for Special Schools pedagogy. A growing number of teachers are feeling increasingly confident teaching mathematics using this approach. Student data has been transferred to the student data wall for monitoring individual learning outcomes. Numeracy will continue as a core priority in 2017 and beyond.</p>
4. Wellbeing – staff and students	<ul style="list-style-type: none"> Continue to support teachers through consultation and leadership development as a driver for improving staff morale Partner with parents in promoting growing student independence, self-care and community access Support the Chaplaincy program to foster personal development and appropriate social engagement for identified students Employ "TRUE" in secondary school to teach HRE Provide therapy services to identified students 	<p>Staff morale showed a marked improvement this year, as did most areas of the staff opinion survey. A further survey of staff was conducted mid-2016 and again very positive responses were received in relation to staff wellbeing.</p> <p>Students are feeling comfortable as indicated through the student opinion survey with responses to, "I feel safe at school" and "teachers treat students fairly" being above 94%.</p>

5. Senior Secondary Curriculum and Post-School Pathways	<ul style="list-style-type: none"> Developing a meaningful senior secondary curriculum that has real pathways post-school Implement, assess and review the effectiveness of the school's approach to teaching literacy for senior students Implement a range of actions to improve student numeracy outcomes Ensure all graduating Year 12 students achieve a Queensland Certificate of Individual Achievement (QCIA) 	<p>Attainment in the three core priority areas of communication, literacy and numeracy was assessed and data transferred to the school's data wall. Mathematics teaching was aligned to the Guidelines for Individual Learning (GIL), with student data captured for assessment and reporting.</p> <p>All students achieved a QCIA.</p>
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Future outlook

2017 School Priorities

The School Annual Implementation Plan (AIP) is drawn from the work of previous years, the school's Strategic Plan 2016-2019, the 2015 School Review and Departmental expectations. The 2017 priorities have been selected as the most important strategies to explicitly drive school improvement.

The selected priorities are the result of ongoing discussion, professional problem solving, data analysis and evidence based research (Marzano, Sharratt and Farrall) organised to build on the successes of previous years. They are focused on the continual improvement of student learning outcomes, through high yield strategies that maintain student wellbeing and promote staff morale and wellbeing.

Core Learning Priorities are narrow and sharply focussed. They are:

1. Communication for Learning: (refer to Investing 4 Success). Every student will have an effective communication system
2. Literacy: reading and writing using a balanced literacy approach
3. Numeracy: implementing the Australian Curriculum and the Senior Secondary Program by using resources such as C2C, School Numeracy Framework, Guidelines for Individual Learning and embedding YuMi Deadly Mathematics Pedagogy.

School Improvement Priorities 2017

Improvement priority: Student Communication

Strategy: Provide targeted, evidence based communication support for identified students		
Actions	Targets	Timelines
Employ SLP for additional hours to enhance the communication capabilities of identified students	All identified students demonstrate individual growth in communication skills when assessed on The Communication Matrix	Feb – Dec 2017
Provide intensive student support and individualised teaching in a classroom context for identified students with a focus on communication initiations (e.g. questions), choice making and phonemic awareness, using multimodal communication	All identified students show progress towards pre-determined goals from baseline data to point in time assessment	Feb-Dec 2017
All staff continue their professional growth in teaching effective communication for learning, with skill development in augmentative and assistive communication, technology and key word signing through the Professional Learning Community and coaching	80% of teachers and teacher aides have undertaken professional development in using a range of communication systems	Mar & Sep 2017
Strategy: Implement Process Based Learning strategies for students identified for Intensive Interaction		
Actions	Targets	Timelines
Utilise the growth coaching provided by the Intensive Interaction (II) Coach to implement Process Based Learning for identified students	All students identified for Intensive Interaction show positive development in the fundamentals of communication	Feb – Dec 2017

Expand the Professional Learning Community to connect and upskill all staff working with students receiving II	90% of identified staff engage in furthering their skill development in II strategies	October 2017
A Processed Based Learning Action Plan is developed early in the year and implemented with identified student cohorts for improved engagement in learning	90% of identified students show increased engagement in learning, verified through moderated assessment	Feb-Dec 2017
Strategy: Provide for the wellbeing of students and engagement of parents and carers as students develop their individual communication systems		
Actions	Targets	Timelines
Provide specialised programs for identified students including speech language, physio and occupational therapy	Student assessment records show targeted goals have been achieved for all identified students	Feb –Dec 2017
Support students requiring health care, mobility and high needs care including students-in-care	100% of students requiring or are eligible for personalised support access it regularly; all students on ESPs show growth in areas being supported	Feb-Dec 2017
Continue to provide opportunities for parents / carers to improve knowledge of and skills in using student's communication systems	80% of parents / carers are satisfied with their ability to utilise their child's communication system	Mar-Nov 2017

Improvement priority: Literacy

Strategy: Implement a Balanced Literacy program		
Actions	Targets	Timelines
Each school sector collaboratively plans, develops and implements a Balanced Literacy program that is inclusive of all students in each sector	Balanced literacy assessment shows 80% of students have achieved their ICP literacy goal in at least one area	Feb-Nov 2017
Continue to utilise coaching for all teachers in implementing a Balanced Literacy program that includes guided and shared reading, writing, self-selected reading and working with words, through demonstration, observation and feedback as well as "Watching Others Work"	Classroom teachers show 90% satisfaction with their skill development through school-based survey	Feb – Dec 2017
Utilise the assessment tools, as determined by last year's review to assess all student's development in literacy, according to the 2017 assessment schedule	All students assessed as per the 2017 schedule, with data showing 80% improvement on at least one aspect of the ELB or BRI	March & Nov 2017
Strategy: Implement the school's Senior Secondary Program based on the GIL (Literacy)		
Actions	Targets	Timelines
Implement a relevant literacy program based on the Guideline for Individual Learning (GIL) framework for students in Years 11 and 12	100% teacher satisfaction with the school's program on school-based staff survey	Feb-Nov 2017
Assess student progress using scheduled whole-school assessments for literacy	All students assessed as per the 2017 schedule, with data showing 80% improvement on at least one aspect of the ELB or BRI	June / Dec 2017
Graduating Year 12 students have achieved a Queensland Certificate of Individual Achievement (QCIA)	All graduating students have a QCIA	Dec 2017
Strategy: All P-10 students have individual literacy goals based on assessment data so we all "know our learners"		
Actions	Targets	Timelines
Implement school determined processes for "Putting Faces on The Data", following the completion of the Lyn Sharratt program	100% of students have their Data Wall Bookmarks updated twice yearly	March – Nov 2017
Provide observation and feedback to all classroom teachers as the school moves to embed a Balanced Literacy approach	100% teacher satisfaction with the support, coaching and feedback provided by supervisors and Literacy Coach	Feb – Dec 2017
Continue to implement P-10 Australian Curriculum for English (Reading, Writing, Spelling) at	Individual Curriculum Plans have clear goals, based on assessment data for all P-10	Feb – Dec 2017

different/partial year level or highly individualised levels	students, with all students showing individual progress at assessment points (May & Nov)	
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Improvement priority: Numeracy

Strategy: Implement the YuMi Deadly Mathematics approach		
Actions	Targets	Timelines
Extend the YuMi Deadly Mathematics implementation team by mentoring colleagues in the YuMi Deadly Mathematics (YDM) approach	Five trained teachers mentor a colleague to double the number of classes implementing YuMi Deadly Mathematics	Feb - Dec 2017
Use Process Based Learning practices in the lead in to implementing YuMi Deadly Mathematics approaches for identified cohorts of students	90% of emergent and conventional learners achieve their ICP goals for numeracy	Feb – Dec 2017
Strategy: All students have a numeracy ICP goal (HIC) or Mathematics ICP goal (different year level partial) based on the Australian Curriculum		
Actions	Targets	Timelines
Utilise a range of assessments including Early Start and the Extended Levels Continuum to capture and analyse student achievement data	Baseline and ongoing assessment shows 80% students have progressed in numeracy understanding	Feb – Dec 2017
Implement differentiated class programs based on evidence captured through school based assessment, and documented in ICP goals, strategies and learning intent	All students working towards Prep level are mapped and assessed using the Extended Levels evidence based continuum, with 90% of students showing individual progress	Mar / Nov 2017
Embed Early Start Mathematics Assessment for students working towards Prep or above	All students working at or above Prep level are mapped and assessed using the Early Start Assessments, with 90% of students showing individual progress	Mar / Nov 2017
Strategy: Implement the Senior Secondary program based on the GIL (numeracy)		
Actions	Targets	Timelines
Implement relevant units of work using the GIL for students in Years 11 and 12	Curriculum outline and support materials ready for implementation from February	Feb 2017
Assess student progress using scheduled whole-school assessments for numeracy	All students assessed as per the 2017 schedule, with data showing 80% improvement on at least one aspect of the assessment tools	June / Dec 2017
Graduating Year 12 students have achieved a Queensland Certificate of Individual Achievement (QCIA)	All graduating students have a QCIA	Dec 2017

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 12
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	120	48	72	3	94%
2015*	130	49	81	5	98%
2016	139	50	89	5	97%

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

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. Enrolment data for the end of year, 2016 showed that boys continued to outnumber girls with boys making up 64% of total enrolments and girls 36%, as was the case last year. 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 2016 there were 23 class groups. Students represent a broad range of cultural backgrounds. Indigenous students make-up less than 4% of the total student population.

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	6	6
Year 4 – Year 7	6	6	6
Year 8 – Year 10	6	7	6
Year 11 – Year 12	7	7	7

*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

Calamvale Special School is a specialist school that provides educational programs for students with a broad range of support needs. Enrolment in 2016 reached 139 students aged between 5 and 18 years. All students enrolled had an intellectual disability, therefore curriculum offerings were highly individualised and specific to students' needs. These approaches included:

- A strong emphasis on functional academics, particularly literacy and numeracy
- Investing 4 Success funding was focused on supporting each student to have an effective communication system including Auslan signing, as well as augmentative and assistive communication systems such as PODD books
- The curriculum at Calamvale Special School is the Australian Curriculum which has been translated into the school's P-10 Curriculum Framework and utilised for 2016
- Curriculum to Classroom (C2C) units for students working at a year level below their enrolled year were utilised for planning and teaching literacy, numeracy, science, history and geography
- Students who were not yet developmentally ready for instruction in a year level curriculum area had Individual Curriculum Plan goals taken from the Australian Curriculum, General Capabilities for Students with a Disability
- Senior Secondary students undertook learning programs within the school and community that allowed them to gain a Certificate of Individual Achievement for 2016/2017 graduates
- All students from Prep to Year 10 had an endorsed Individual Curriculum Plan negotiated with parents, that informed assessment, reporting and teaching for each school semester
- Human Relations Education 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
- Senior students, Year 11 and 12 had SET Plans and Planning Alternate Tomorrows of Hope (PATH) that mapped their pathway to post-schooling options
- Senior students undertook work experience that prepared them for meaningful post school placements

Co-curricular Activities

- Community Based Learning ensured 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.
- Senior secondary boys had a fishing camp with their dad or other significant adult male
- Junior secondary students enjoyed a camp at Currumundi Sport and Recreational Centre
- Other school camps were held during the year and varied from class sleep overs, to "incursions"
- Positive Behaviour for Learning (PBL) provided extra curricula opportunities for students. PBL 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.
- Senior students had the opportunity to be Playground Rangers, giving their lunch times to be peer supporters of students in the early years
- Health and Physical Education lessons were conducted each week for all students. During Term 1 and Term 4 students enjoyed 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.
- Choir was offered to students from middle years to senior secondary school of a lunch time. The choir performed on a number of occasions during the year. Choir was popular and well attended by singing enthusiasts. The choir was given a choir shirt for their performances.

- The Chaplain provided a number of curriculum enrichment activities including Supa-Club and Sparkle, as well as promoting World Vision Day
- A private provider offered an after-school dance program for students on a fee for service basis
- A Bi-annual Art show that involved all students and staff in hosting a community celebration of student

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies continue to play a significant part in the life of students 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 and iPods used effectively as a communication device with applications that allow students to access information quickly and to communicate with others, using programs such as Proloquo2go.

OneSchool has been the main electronic tool for recording Individual Curriculum Plans, student assessment and reporting, behavioural data and contact information. OneSchool data dashboards are utilised by staff to analyse student and school performance on an ongoing basis. The school was well equipped with ICT devices, connectivity and technology support.

Social Climate

Overview

Although there were limited responses to the 2016 Parent Opinion Survey, with 16 respondents, parents viewed Calamvale Special School in a very positive light. All areas of the Parent Opinion Survey had very high levels of satisfaction, with 13 of the 35 indicators scoring 100% satisfaction. Satisfaction levels ranged from 88% - 100%. Almost all areas surveyed were rated much higher than state averages for all schools and for special schools. This has been consistent over the past six years. Parents were very trusting of the school, its programs, staff management and education of their children. School staff were respectful of the parents and carers of our students and readily communicated with them. Parents were very supportive of school initiatives and participated in any activity that was available to them and the community. The school's P&C was proactive and focussed on providing enhanced opportunities for all students. Community organisations continued to be very supportive of the school and assisted in fundraising and sponsorship of events, such as the bi-annual art show.

Discipline is managed well through the Positive Behaviour for Learning (PBL) process. There was very little bullying in the school and families saw that students were treated fairly. Good behaviour was rewarded consistently and celebrated in a public way including announcements in the school newsletter which was produced every second Thursday throughout the year.

During 2016, staff at Calamvale Special School had a strong focus on least restrictive practices, targeted classroom support, differentiated teaching and learning approaches, playtime supervision and a deeper understanding of Intensive Interaction - all of which led to a very calm school. As a staff, we committed to all being responsible for, "The Common Good", resulting in a very positive, proactive and caring school community.

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%	95%	88%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	95%	94%
their child is making good progress at this school* (S2004)	100%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	100%	100%	94%
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%	88%
student behaviour is well managed at this school* (S2012)	100%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	95%	94%

Student Special School opinion survey

Item code	Students at special schools were asked to think back over the school year, and to indicate if they agreed with the following statements:	TOTAL AGREEMENT			
		School		Special Schools	
		n	(%)	n	(%)
S2036	I like being at my school.	20	95.0	625	95.4
S2037	I feel safe at my school.	19	94.7	619	94.3
S2041	Teachers at my school treat students fairly.	19	94.7	613	94.6
S2047	My school gives me opportunities to do interesting things.	20	100.0	617	97.9
S2048	I am getting a good education at my school.	19	94.7	614	97.7
S2052	I can access computers and other technologies at my school for learning.	19	100.0	641	97.5
S2059	My teachers encourage me to do my best.	19	100.0	635	99.1
S2063	My teachers care about me.	20	95.0	632	97.5
S2064	My school encourages me to participate in school activities.	19	100.0	628	98.4
S2068	This is a good school.	19	100.0	628	97.5

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	96%	100%
they feel that their school is a safe place in which to work (S2070)	83%	92%	94%
they receive useful feedback about their work at their school (S2071)	60%	86%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	100%
students are encouraged to do their best at their school (S2072)	93%	98%	100%
students are treated fairly at their school (S2073)	91%	98%	100%
student behaviour is well managed at their school (S2074)	86%	96%	94%
staff are well supported at their school (S2075)	70%	88%	100%
their school takes staff opinions seriously (S2076)	72%	84%	97%
their school looks for ways to improve (S2077)	85%	92%	100%
their school is well maintained (S2078)	96%	88%	94%
their school gives them opportunities to do interesting things (S2079)	87%	90%	100%

* 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

Calamvale Special School continued to foster greater 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 Path Plan or Individual Curriculum Plan. Communication books, or personal email were 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 fortnightly 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 2016 Father / Son Fishing Camp had great take-up and proved to be very positive for the participants. 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.

Many Calamvale Special School students have very high needs including physical impairments that require specific transport to accommodate wheelchairs. The students with mobility needs could participate in a range of activities because of the support of Townsend's Bus Company who made their vehicles available for excursions etc.

Through the P&C, a community grant was successfully obtained to convert one of the school buses into a wheelchair friendly vehicle. There was great community support for this which enriched the lives of many in the school community.

Calamvale Special School joined with Kuraby and Sunnybank Special Schools, in a Tri-school partnership offering all students greater connection and opportunities with their peers. An inaugural fun run, shared dance and sports program were very successfully facilitated.

Stronger links were made 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. During 2016, TRUE was engaged to provide tailor made personal development education for secondary students and an information evening for parents. The program was delivered by teachers who are very skilled in the area of Human Relationships Education (HRE). There was great take-up by students and families. The program was further supported by school-based HRE teachers who implement the school's program.

Daniel Morcombe support materials were accessed by classroom teachers as needed for individual students or as a whole-of-class program. Daniel Morcombe, child safety day was promoted last year as a wear red to school day. Student protective behaviours were taught in a variety of ways that had meaning for individual students. Students were asked to report incidents that make them feel unsafe or if abused. Administration staff and the Guidance Officer consistently followed up any such reports and reinforced the importance of speaking up.

Students requiring an individual behaviour plan for violence reduction, self-awareness and regulation, conflict resolution and other skill development had plans developed and implemented through a case management process that involved the Guidance Officer and parents / carers. The Positive Behaviour for Learning (PBL) team were committed to making Calamvale Special School a safe and friendly learning environment that accepts difference and embraces diversity. Students were encouraged to gain GOTCHA awards for following the school's expectations. Lessons were taught, data collected and reviewed by the team, with support given to students based on need. Positive behaviours were celebrated at every assembly and names of PBL awardees published in the fortnightly newsletter.

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	1	3	5
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

Staff continued to be diligent in managing electricity usage at Calamvale Special School. Although electricity usage increased in 2015-2016 by 1,109 kWh from 2014-2015, the increase is much smaller than the 15,000 kWh for the previous period. The school had increased in size with three additional teaching spaces. During 2016 construction of the new administration building and senior secondary campus had an impact on electricity usage. Although the swimming pool was used all year, automatic timers and a pool blanket are utilised to maintain water temperature. Careful monitoring and workplace practices with the use of electronic whiteboards and air-conditioners ensured that these high energy devices are not left on needlessly.

Watering of gardens was restricted to new plantings. Established trees, scrubs and the oval were not watered outside of natural weather events.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	140,562	0
2014-2015	155,840	
2015-2016	156,949	

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

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 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	38	52	<5
Full-time Equivalents	32	33	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	7
Bachelor degree	24
Diploma	1
Certificate	0

*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 and professional officer professional development in 2016 were \$74,225

The major professional development initiatives are as follows:

- Literacy - including all teaching staff and teacher aides undertaking professional learning in Implementing a Balanced Literacy approach
- Numeracy - including \$8,000 committed to training core staff members in Yum! Deadly Mathematics pedagogy
- Individual Curriculum Planning
- Pedagogical approaches to teaching students with intellectual impairment
- Lyn Sharrat coaching for curriculum leaders
- Communication systems for students to support learning
- Behaviour Management – Positive Behaviour for Learning (PBL)
- Non-violent Crisis Intervention
- First Aid and CPR
- State Conferences - Queensland Association of Special Education Leaders (QASEL) and AGOSCI
- Participation in Special Education Curriculum Committee (SECC) conference and workshops
- Intensive Interaction PLC and full course
- Disability specific programs including Autism, Downs Syndrome, Communication methodology and Key Word signing
- Introductory and Level 1 Auslan

- Information and Communication Technology
- Leadership development for aspiring leaders
- Mandatory training including Code of Conduct and Ethical Decision Making, Student Protection, Information Management and Asbestos Awareness
- Beginning teacher mentoring
- Mindfulness and staff wellbeing
- Indigenous education
- Coaching and mentoring through school-based staff and external consultants

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	90%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	97%	96%

*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%.

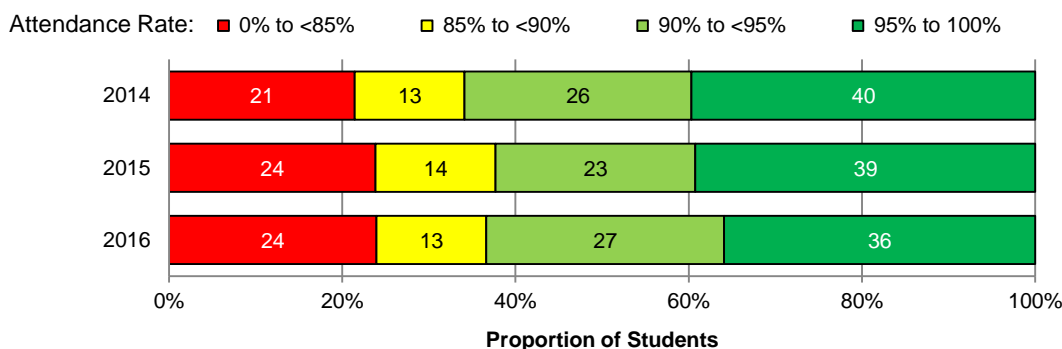
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%												
2015	86%	90%	93%	95%	96%	88%	90%	90%	95%	88%	86%	94%	89%
2016	88%	84%	88%	92%	92%	85%	89%	88%	87%	96%	86%	90%	91%

*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.

Regular student absences were followed up by staff who called parents / carers, sent email, requested information through the communication book or by formal letter. Many students have multiple disabilities which adversely affect their health and some have required hospitalisation for extended periods. Parents keep the school well informed at these times. Having good relationships with families has assisted in managing unexplained absences and encourages teachers and parents to jointly support student attendance.

During 2016 the SMS alert for unexplained absences was introduced. Parents were responsive to this system. In implementing the procedures for this, staff had an initial induction and guidelines for marking rolls punctually, were implemented. Refresher sessions were scheduled as the year progressed, to develop in teachers, the daily habit of marking the roll punctually.

The Guidance Officer has taken a keen interest in supporting parents having difficulties with their child attending school.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	7	8	6
Number of students awarded a Queensland Certificate of Individual Achievement.	7	8	6
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	1

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	3	2	
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%	38%	33%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.				
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	3	0	0
2016	2	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.			100	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			0	

* 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), cannot be published due to the small cohort.

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.

Conclusion

2016 was a very positive year for Calamvale Special School, with continued enrolment growth, improved student behaviour, improved staff morale and a strong focus on the “Common Good”. We made some very good gains.

Many exciting opportunities for school improvement were embraced as school staff worked solidly to embed a balanced literacy program; implement a relevant pedagogical approach to teaching numeracy; and ensured that all students had a functional communication system.

Using several research based approaches to improve student learning allowed the school to put the most appropriate teaching and learning practices into place, including a consistent way to exam student learning data and to put “Faces to the Data”.