Calamvale Special School
Queensland State School Reporting
2015 School Annual Report

	Postal address	29 Nottingham Road Calamvale 4116
	Phone	(07) 3712 5555
	Fax	(07) 3712 5500
	Email	principal@calamvalespecialschool.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
	Contact person	Principal – Tom Byrne

Principal's foreword

Introduction

Calamvale Special School is located at the corner of Nottingham Road and Beaudesert 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.

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 based on need within each sector, so as 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 2015. It is a brief overview that summarises key reportable areas and informs the direction the school will take in 2016.

School progress towards its goals in 2015

Priorities for 2015	Planned Strategies	Progress Made
1. Reading	• All students have formal systems of communication, led by the school's Speech Language Pathologist and supported through the school's Great Results Guarantee • Explicit teaching of each element of Four Blocks methodology • Appoint curriculum leaders across stages of learning • Engage a literacy coach	These strategies were all implemented during 2015. A formal report was submitted to the Director-General outlining the use of Great Results Guarantee funding to improve the teaching of reading and student progress with communication systems. The report showed strong growth in student learning.
2. Writing	• Include in the whole-school pedagogical framework writing to communicate • Explicit teaching of writing using Four Blocks methodology • Learning goals include strategies for writing to communicate • Continue to implement Australian Curriculum General Capabilities and Foundation Level requirements	Four Blocks and Building Blocks were successfully adopted as the literacy framework across the school. Teacher professional development, continued resourcing and expert coaching were features of the implementation of these strategies during 2015, and will continue to be emphasized in 2016.

3. Numeracy	• Master teacher to coach teachers • Review existing school numeracy framework • Explore other ways of teaching mathematics so as to have an agreed approach, documented in school's Pedagogical Framework	This priority was achieved and expanded upon with the school committing to the introduction of the YuMi Deadly Mathematics for Special Schools pedadgogy. A whole-school Mathematics Strategic Plan was developed during the year, with all actions being implemented. Numeracy will continue as a core priority in 2016 and beyond.
4. Science	• Enhance science resources • Trial science specialist teacher • Implement Curriculum to Classroom Science curriculum as school program	The science teacher trial was concluded at the end of Semester 1. Class teachers requested that they teach Science and the teacher was utilised for other emergent priorities.The curriculum was implemented in line with the school's curriculum plan 2015.
5. Attainment	• Implement a range of actions to improve students' communication abilities • Implement a range of actions to improve student reading outcomes • Implement a range of actions to improve student numeracy outcomes	Attainment in the three core priority areas of communication, literacy and numeracy was assessed and data transferred to the school's data wall. Progress was indicated on each students' data bookmark and reviewed by teachers.
6. Transition	• Prepare pre-preps for starting school in 2016 • School to work initiatives include work readiness teaching • Smooth transitions across school sectors included in Semester 2 planning	Achieved in each instant. This was particularly pleasing with Year 12 transisitions post-school where almost all students had a meaningful pathway.
7. Attendance	• Utilise school data collection tools to monitor student attendance • Partner with parents to develop shared commitment to student learning through regular attendance • Monitor roll marking to ensure consistency across school	Partially achieved. Attendance data for 2015 shows that percentage attendance dropped due to a small number of students having extensive time off school for illness, family breakdown and travel. This is an ongoing issue.
8. Closing the Gap between attendance and outcomes of Indigenous and non-Indigenous students	• Actively lead Closing the Gap Initiatives • Celebrate cultural days of importance to Aboriginal and Torres Strait Islander peoples • Embed Aboriginal and Torres Strait Islander Perspectives in Curriculum	Achieved with excellent data showing that Indigenous students have better attendance and attainment than non-Indigenous students.
9. Human Relations Education	• Implement the school's Human Relations Education Program	Achieved through weekly lessons across the year.
10. Embed use of technology in teaching and learning	• Pedagogical practice meets AITSL standards	Achieved. All teachers utilise a range of technologies in their daily prgrams.
11. Student Engagement	• Provide Intensive Interaction for non-communicative students • Review Pedagogical Framework	Both strategies achieved. Intensive Interaction Coach maintained for 2016. Pedagogical Framework reviewed and ready for rewrite and implementation in 2016.
12. Student Self-care	• Partner with families and carers for students to become independent with toileting • Develop individual Health Care Plans	This is a long-term goal that is sought after by many families. Student self-care will continue to be supported by the school.
13. Parent and Community Engagement	• Actively promote and encourage parent / carer participation and engagement • Support parents and carers by introducing a Parent Support Group • Train parents and carers in self-determining programs that provide greater consistency in student engagement between home and school	Strong support for the school was obvious in 2015 with the commitment given to the inaugural Canberra Trip. Parent satisfaction rates were high. The School Improvement Unit Review, October 2015 was very positive in terms of community and parent engagement. A monthly parent group workshop was offered during 2015. P&C support of the school is positive.

14. Embed Positive Behaviour for Learning (PBL)	• Appoint school-based Positive Behaviour for Learning (PBL) coordinator and school-based case manager/ coach • Use data to develop evidence –based decision making practices • Target resourcing to support individual student behaviour improvement	Achieved with several changes to the process in 2015. This remains an ongoing strategy.
15. Staff Wellbeing and Satisfaction	• Improve staff morale • Reinvigorate consultation processes • Enhance performance development opportunities • Wellbeing programs – Mindfulness and Aqua-aerobics	Achieved with the staff opinion survey indicating a 24% increase in staff morale (2014-2015).
16. Workplace Health and Safety	• Induct new school-based WH&S Advisor • Conduct school WH&S audit • Ensure safe lifting and student management practices are followed	Achieved, although there were still a high percentage of WorkCover claims compared to other state schools. This is an ongoing issue.
17. Asset and Facilities Management	• Develop asset replacement plan • Implement facilities maintenance plan • Manage energy sustainability within school	Achieved, with careful monitoring and systems controls.

Future outlook

2016 School Priorities

The School Annual Implementation Plan (AIP) is drawn from the work of previous years, the school's Strategic Plan 2012-2015, the 2015 School Review and Departmental expectations. The 2016 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, 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:

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

School Improvement Priorities 2016

Improvement priority: Student Communication

Strategy: Enhance the coaching role of the Speech Language Pathologist		
Actions	**Targets**	**Timelines**
Utilise Investing for Success (I4S) funds to enhance time and role of the SLP	SLP employed additional 6 hours / week	Feb – Dec 2016
Provide 1:1 student support and individualised teaching for identified students	All identified students show progress towards pre-determined goals from baseline data to point in time assessment	Feb-Dec 2016
All staff continue their professional growth in teaching effective communication for learning	All teachers have a Performance Development Goal for improving skills and knowledge in teaching communication skills	Mar / Sep 2016
Strategy: Implement Intensive Interaction practices for identified students		
Actions	**Targets**	**Timelines**
Continue to engage the Cluster Intensive Interaction (II) Coach funded through I4S	0.2 FTE	Feb – Dec 2016
Appoint school-based II Coordinator to support II implementation	Role and responsibility determined	Feb 2016
Target students and staff for II with goal of connecting student and teacher for engaged learning	100% of identified students supported; progress assessed and reported through moderation and data wall	Feb-Dec 2016

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Strategy: Provide for the wellbeing of students and engagement of parents and carers in their children's developing communication systems		
Actions	**Targets**	**Timelines**
Provide specialised programs for identified students including speech language, physio and occupational therapy	Progress records show targeted goals have been achieved for all identified students	Feb –Dec 2016
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 2016
Provide opportunities for parents / carers to improve knowledge of and skills in using student's communication systems	80% of parents requesting or invited to learn about communication systems participate and are satisfied	Mar-Nov 2016

Improvement priority: Literacy

Strategy: Implement the Four Blocks literacy approach across all sectors		
Actions	**Targets**	**Timelines**
Provide high quality professional development and support for teachers and teacher aides in implementing the Four Blocks approach	100% teachers and 80% teacher aides have actively engaged with Four Blocks professional development	Feb-Nov 2016
Phase in sector coaching using consistent models for guided reading, using demonstration, observation and feedback	Classroom teachers in Early, Middle and Junior secondary sectors show 90% satisfaction with their skill development	Feb – Dec 2016
Review assessment instruments and procedures to better align with Four Blocks	Data collection processes in place for mid–year and end of year assessment with all students showing individual progress	Semester 1 2016
Strategy: Develop a meaningful Senior Secondary Curriculum that has real pathways for all students		
Actions	**Targets**	**Timelines**
Develop a relevant literacy program based on the Guideline for Individual Learning (GIL) framework for students in Years 11 and 12	Curriculum outline and support materials ready for trialling	April 2016
Implement, assess and review effectiveness of the literacy program contained in the school-based Literacy Curriculum for Seniors	Student assessment results determine the effectiveness of the program	May / Nov 2016
Graduating Year 12 students have achieved a Queensland Certificate of Individual Achievement (QCIA)	All graduating students have a QCIA	Dec 2016
Strategy: All P-10 students have Individual Curriculum Plans for literacy		
Actions	**Targets**	**Timelines**
Define the role of the Literacy Coach and ensure staff awareness of role	Awareness raising completed in Feb with 100% staff satisfied with role and responsibilities. Role reviewed and refined during 2016	Feb – Dec 2016
Provide observation and feedback to all classroom teachers as the school implements the Four Blocks approach	100% teacher satisfaction with the support, coaching and feedback provided by supervisors and Literacy Coach	Feb – Dec 2016
Implement P-10 Australian Curriculum for English (Reading, Writing, Spelling) at different/partial year level or highly individualised levels	Individual Curriculum Plans have measurable goals for all P-10 students, with all students showing individual progress at assessment points (May & Nov)	Feb – Dec 2016

Improvement priority: Numeracy

Strategy: Develop a whole-school pedagogical approach to teaching numeracy		
Actions	**Targets**	**Timelines**
Train a team of teachers in YuMi Deadly Mathematics (YDM)	10 teachers trained and able to support implementation	Feb 2016-Dec 2016
Pedagogical Framework includes YuMi Deadly Mathematics approach	Completed framework understood by all teachers and teacher aides and utilised for Performance Development Planning	Mar – Dec 2016
Phase in the implementation of YDM in a range of classes	Baseline and ongoing assessment shows 80% students have progressed in numeracy understanding	March – Dec 2016
Strategy: Engage a Numeracy Coach		
Actions	**Targets**	**Timelines**
Recruit Numeracy Coach	Numeracy coach selected and in place	Week 5 2016
Implement Cluster Mathematics Developmental Continuum	All students working at pre-prep are mapped and assessed using the Master Teacher's evidence based continuum, with all students showing individual progress	Mar / Nov 2016
Implement Early Start Mathematics Assessment	All students working at pre-prep are mapped and assessed using the Master Teacher's evidence based continuum, with all students showing individual progress	Mar / Nov 2016
Implement P-10 Australian Curriculum for Mathematics at partial year level or general capabilities	Individual Curriculum Plans have measurable goals for all P-10 students, with all students showing individual progress at assessment points (May & Nov)	Feb – Dec 2016
Strategy: Senior Secondary Curriculum is meaningful and relevant to the current and future needs of all students		
Actions	**Targets**	**Timelines**
Develop relevant units of work using the Guidelines for Individual Learning (GIL) for students in Years 11 and 12	Curriculum outline and support materials ready for trialling	April 2016
Implement, assess an review effectiveness of the numeracy program contained in the school-based Mathematics Program for Seniors	Student assessment results determine the effectiveness of the program	May / Nov 2016
Graduating Year 12 students have achieved a Queensland Certificate of Individual Achievement (QCIA)	All graduating students have a QCIA	Dec 2016

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	118	44	74	2	95%
2014	120	48	72	3	94%
2015	130	49	81	5	98%

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 2015, 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:

Student enrolments continued to grow as they had over the preceeding 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, 2015 showed that boys continued to out number girls with boys making up 64% of total enrolments and girls 36%. 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 2015 there were 6 Early Years, 7 Middle Years, 5 Junior Secondary and 4 Senior Years classes, making 22 class groups altogether.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	5	5	6
Year 4 – Year 7 Primary	6	6	6
Year 7 Secondary – Year 10	7	6	7
Year 11 – Year 12	6	7	7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	3
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.

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 2015 reached 130 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

- Great Results Guarantee funding was focused on supporting each student to have an effective communication system including Auslan signing, where appropriate, including a senior secondary bi-lingual class

- The curriculum at Calamvale Special School is the Australian Curriculum which has been translated into the school's P-12 Curriculum Framework and utilised for 2015

- 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 worked on 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 2015 / 2016 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 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

Extra curricula 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.

- Students from Years 10, 11 and 12 took part in a very successful week long camp to Canberra and the Snowy Mountains, travelling by aeroplane and staying in motel accommodation

- School Camps were held during the year and varied from class sleep overs, to "incursions", including a three night Fishing Camp

- 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.

- 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.

- Fit Club was offered as a lunch time activity all year.

- Swimming Club was offered to students in Terms 1 and 4

- 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 fee for service basis

How Information and Communication Technologies are used to improve 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 and iPods are 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. 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 2015 School Survey, parents viewed Calamvale Special School in a very positive light. All areas of the Parent Opinion Survey had very high levels of satisfaction, with 11 of the 16 indicators scoring 100% satisfaction. Satisfaction levels

ranged from 94% - 100%. All areas surveyed were rated much higher than state averages for special schools. This has been consistent over the past five years. Parents are very trusting of the school, its programs, staff management and education of their children. All school staff are respectful of the parents and carers of our students and readily communicated with them. Parents are very are supportive of school initiatives and participated in any activity that was available to them and the community.

Discipline is managed well through the Positve Behaviour for Learning (PBL) process. There was very little bullying in the school and famiies 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	100%	95%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	100%	95%
their child is making good progress at this school (S2004)	96%	100%	94%
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)	96%	100%	100%
teachers at this school treat students fairly (S2008)	96%	100%	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)	96%	100%	100%
this school is well maintained (S2014)	100%	100%	95%

Performance measure

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	(%)
I like being at my school.	14	100.0	455	95.6
I feel safe at my school.	15	100.0	459	95.2
Teachers at my school treat students fairly.	15	100.0	452	95.4
My school gives me opportunities to do interesting things.	15	100.0	465	97.8
I am getting a good education at my school.	16	100.0	463	98.1
I can access computers and other technologies at my school for learning.	16	100.0	476	97.9
My teachers encourage me to do my best.	16	100.0	477	97.9
My teachers care about me.	16	100.0	473	97.5
My school encourages me to participate in school activities.	16	100.0	468	98.1
This is a good school.	16	100.0	469	96.8

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	89%	96%
they feel that their school is a safe place in which to work (S2070)	84%	83%	92%
they receive useful feedback about their work at their school (S2071)	53%	60%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	90%
students are encouraged to do their best at their school (S2072)	94%	93%	98%
students are treated fairly at their school (S2073)	94%	91%	98%
student behaviour is well managed at their school (S2074)	92%	86%	96%
staff are well supported at their school (S2075)	57%	70%	88%
their school takes staff opinions seriously (S2076)	60%	72%	84%
their school looks for ways to improve (S2077)	80%	85%	92%
their school is well maintained (S2078)	92%	96%	88%
their school gives them opportunities to do interesting things (S2079)	89%	87%	90%

# '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 encouraged 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 Education Pan 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 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 2015 Canberra trip was embraced by the wider community with strong financial support given to students so they could participate, despite the large costs in providing carer support. 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.

A number of Calamvale Special Schooll students have very high needs including physical impairments that require specific transport to accommodate wheelchairs. The students with mobility needs were able to participate in a range of activities because of the support of Townsend's Bus Company who made their vehicle's available for excurions etc.

Reducing the school's environmental footprint

Staff continued to be diligent in managing electricity usage at Calamvale Special School. Although electricity usage increased in 2014-2015 by nearly 15,000 kWh from 2013-2014, the school had increased in size with an additional building and two additional classes. The swimming pool was used all year. Automatic timers and energy efficient bulbs and tubes have been installed to reduce electricity consumption. Careful monitoring and workplace practices with the use of electronic whiteboards and air-conditioners ensure that these high energy devices are not left on needlessly.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	147,887	0
2013-2014	140,562	0
2014-2015	155,840	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.

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Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	46	0
Full-time equivalents	30	30	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	6
Masters	10
Doctorate	0
Total	**34**
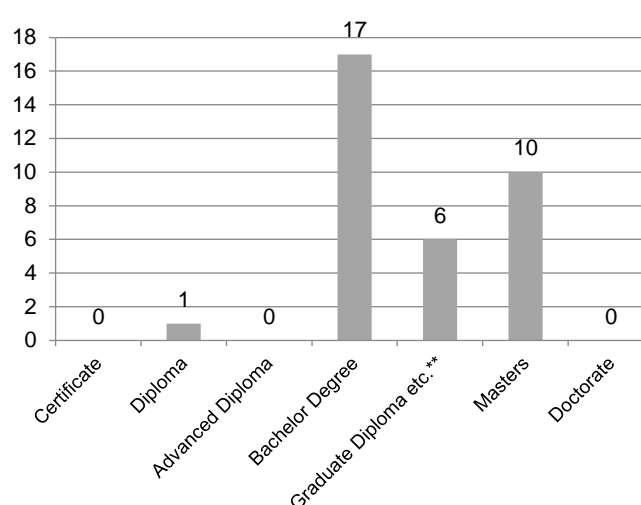
*Teaching staff includes School Leaders

**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 2015 were $60,169.

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

- Literacy including all teaching staff and teacher aides undertaking professional learning in Four Blocks methodology
- Numeracy including $8,000 committed to training core staff members in YumI Deadly Mathematics pedagogy
- Individual Curriculum Planning
- Behaviour Management – Positive Behaviour for Learning (PBL)
- Non-violent Crisis Intervention
- First Aid
- State Conference QASEL and AGOSCI
- Disability specific programs including Autism, Downs Syndrome, Communication methodology and Key Word signing
- 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

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

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Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	94%	97%

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 attendance rate in 2015 for all Queensland Special schools was 89%.

## Student attendance rate for each year level (shown as a percentage)

	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
2013	90%												
2014	91%												
2015	86%	90%	93%	95%	96%	88%	90%	90%	95%	88%	86%	94%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
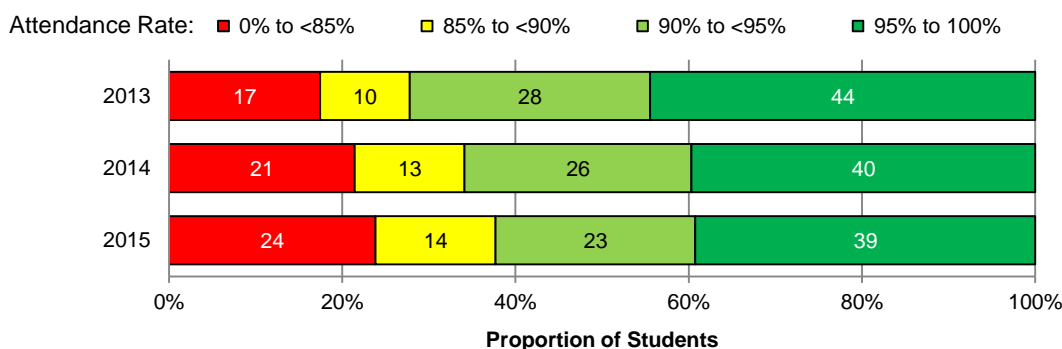
Description of how non-attendance is managed by the school

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.

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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	N/A	N/A	N/A
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	N/A	N/A	N/A

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	10	7	8
Number of students awarded a Queensland Certificate of Individual Achievement.	10	7	8

Outcomes for our Year 12 cohorts	2013	2014	2015
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	3
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%	38%

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2013	0	0	0
2014	0	0	0
2015	3	0	0

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

Fewer than five responses to the 2016 *Next Step* survey were received from students at Calamvale Special School. Consequently, information on the post-school destinations of Year 12 completers from 2015 are not available for reasons of data confidentiality.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

There were no early leavers in 2015.