

Calamvale Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

Contact Information

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:	Susan Howell

School Overview

Calamvale State Special School (CSSS) is situated in Brisbane Metropolitan Region. CSSS is a place where students, staff, parents and the wider community are encouraged and assisted to take part in school life and learning, and where we value connecting with our local schools and community to enhance the learning environments for our students. The CSSS community is a welcoming one. We value the input of parents and carers and work toward building positive partnerships with all our families. Our staff is made up of teachers, teacher-aides and supporting professionals to provide a specialised learning environment which results in positive learning outcomes.

Our School Vision is to create environments where as a united and cohesive community we provide learning pathways where learners can **engage, relate and communicate** in learning and life every day. We want to personalise to their strengths and interests each learner's educational experience, enable learners to successfully connect with others in socially authentic experiences and create environments that are responsive to the unique communication styles of every learner.

Principal's Foreword

Introduction

The School Annual Report for Calamvale Special School provides information to inform the school community of the progress and achievements during 2017 and outlines our plans for future improvement.

School Progress towards its goals in 2017

Communication

Provide targeted, evidence based communication support for identified students		
Actions	Targets	Progress
Employ SLP for additional hours to enhance the communication capabilities of students	All identified students demonstrate individual growth in communication skills	Ongoing
Provide intensive student support and individualised teaching with a focus on communication initiations	All identified students show progress towards pre-determined goals	Ongoing
All staff continue their professional growth in teaching effective communication for learning	80% of teachers and teacher aides have undertaken professional development in using a range of communication systems	Achieved and ongoing
Implement Process Based Learning strategies for students identified for Intensive Interaction		
Utilise the growth coaching provided by the Intensive Interaction	All students identified for Intensive Interaction show positive development in the fundamentals of communication	Achieved and ongoing
Expand the II Professional Learning Community	90% of identified staff engage in furthering their skill development in II strategies	Achieved and ongoing
Develop a Process Based Learning Action Plan	90% of identified students show increased engagement in learning	Ongoing
Provide for the wellbeing of students and engagement of parents and carers as students develop their individual communication systems		
Provide specialised programs for identified students	Student assessment records show targeted goals have been achieved for all identified students	Achieved and ongoing
Continue to provide opportunities for parents / carers to improve knowledge of and skills in using communication systems	80% of parents / carers are satisfied with their ability to utilise their child's communication system	Ongoing

Literacy

Implement a Balanced Literacy program		
Actions	Targets	Progress
Collaboratively planned inclusive Balanced Literacy program	80% of students have achieved their ICP literacy goal in at least one area	Achieved and ongoing
Coaching for all teachers in implementing a Balanced Literacy program	Classroom teachers show 90% satisfaction with their skill development	Achieved
Utilise the assessment tools to assess all student's development in literacy	Data showing 80% improvement on at least one aspect of the ELB or BRI	Ongoing
Implement the school's Senior Secondary Program based on the GIL (Literacy)		
Implement a relevant literacy program for students in Years 11 and 12	100% teacher satisfaction with the school's program on school-based staff survey	Achieved
Assess student progress using scheduled whole-school assessments for literacy	Data showing 80% improvement on at least one aspect of the ELB or BRI	Ongoing
All students exit with a QCIA	All graduating students have a QCIA	Achieved
All P-10 students have individual literacy goals based on assessment data so we all "know our learners"		
Implement school determined processes for <i>Putting Faces on The Data</i>	100% of students have their Data Wall Bookmarks updated twice yearly	Achieved
Provide observation and feedback to all classroom teachers	100% teacher satisfaction with the support, coaching and feedback provided	Ongoing
Continue to implement P-10 Australian Curriculum for English	Individual Curriculum Plans have clear goals, based on assessment data for all P-10 students	Ongoing

Numeracy

Implement the YuMi Deadly Mathematics approach		
Actions	Targets	Progress
Extend the YuMi Deadly Mathematics implementation team	Five trained teachers mentor a colleague so as to double the number of team	Program completed

All students have a numeracy ICP goal (HIC) or Mathematics ICP goal (different year level partial) based on the Australian Curriculum		
Utilise a range of assessments to capture and analyse student achievement data	Assessment shows 80% students have progressed in numeracy understanding	Achieved and ongoing
Embed Extended Levels Mathematics Assessment for students working towards Prep	All students working towards Prep level are mapped and assessed using the Extended Levels evidence based continuum	Achieved and ongoing
Embed Early Start Mathematics Assessment for students working at Prep or above	All students working at or above Prep level are mapped and assessed using the Early Start	Achieved and ongoing
Implement the Senior Secondary program based on the GIL (numeracy)		
Implement relevant numeracy program for students in Years 11 and 12	Curriculum outline and support materials ready for implementation from February	Achieved and ongoing
All students exit with a QCIA	All graduating students have a QCIA	Achieved

Future Outlook

In 2018 our focus is for learners to Engage, Relate and Communicate through the provision of highly personalised learning programs and environments across all sectors

<i>Engage - Personalising to their strengths and interests each learners educational experience</i>	
Targets	Timeline
<ul style="list-style-type: none"> To improve student engagement as evidenced by Engagement Scales Build capacity of the school through a tiered leadership model as evidenced through Observation and Feedback and School Opinion Survey Data Strengthen teacher capability in <i>knowing their learners</i> utilising data, curriculum and pedagogy to engage them in learning as evidenced by learner progress Develop collaborative practice internally and systemically An Observation Feedback framework with clear processes is developed that has key elements agreed to by all stakeholders Senior students working towards VET or ASDAN certification. 	Commenced Semester 1 – ongoing work
<i>Relate - Enabling learners to successfully connect with others in socially authentic experiences</i>	
Targets	Timeline
<ul style="list-style-type: none"> Personal and social capabilities learning for all students incorporated into all aspects of the curriculum evidence by personalised learning expectations Strengthen teacher capability in <i>knowing their learners</i> utilising data, curriculum and pedagogy to develop personal and social capabilities as evidenced by learner progress A <i>Personal and Social Capability Continua</i> to include all learners All behaviour plans and processes to acknowledge and target the diverse range of learners needs Create socially authentic in-house work experience opportunities for transitioning students 	<p>Commenced Semester 1 – ongoing work</p> <p>All 2018 behaviour and PB4L documentation and processes in place</p> <p>Phase 1 of the Calamvale Community Chest – Op shop open for business Partnerships commenced with post school options providers</p>
<i>Communicate - Create environments that are responsive to the unique communication styles of every learner</i>	
Targets	Timeline
<ul style="list-style-type: none"> The provision of learning environments and contexts that caters to the unique communication styles of every learner every day Strengthen teacher capability in <i>knowing their learners</i> utilising relevant assessment and data to build student communication abilities for a range of purposes as evidenced by individual learners' progress Knowledgeable and confident communication partners for all learners as evidenced by feedback and process utilising the Engagement Scales AAC accessible at all times and across all contexts Continued personalised student use of AAC systems across a range of communicative functions, with home/community relevancy and generalisation 	Commenced Semester 1 – ongoing work

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 12
Student enrolments for this school:	142

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	130	49	81	5	98%
2016	139	50	89	5	97%
2017	146	53	93	10	99%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

CSSS caters to a diverse range of multicultural learners from Prep to Year 12. In 2017 142 students attended CSSS. Students attend our school based on approval from Regional Office, once verified that they have an intellectual disability that meets criteria for enrolment in a special school in QLD. The majority of students attend our school as their closest special school. A small number of students attend our school, where it is not the closest special school to their residence, due to parent preference for a range of reasons. Every student of school age has an intellectual disability; many students have an additional disability. Autistic Spectrum Disorder is the additional disability for a significant proportion of our student population.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	6	6	6
Year 4 – Year 6	6	6	6
Year 7 – Year 10	7	6	7
Year 11 – Year 12	7	7	8

Curriculum Delivery

Our Approach to Curriculum Delivery

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

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

- ✓ Students from Prep to Year 10 at CSSS engaged in subjects within the Australian Curriculum across 2017 including English, Mathematics, Science, Humanities and Social Sciences
- ✓ All students from Prep to Year 10 had an endorsed Individual Curriculum Plan (ICP) negotiated with parents that informed assessment, reporting and teaching for each school semester
- ✓ Curriculum to Classroom (C2C) units for students working at a year level below their enrolled year were utilised for planning and teaching
- ✓ Students who were not yet developmentally ready for instruction in a year level curriculum area had Individual Curriculum Plan goals drawn from the Australian Curriculum, General Capabilities for Students with a Disability
- ✓ Students in Year 11 and 12 accessed highly individualised learning programs based on the Guidelines for Individual Learning as outlined in their SET plans
- ✓ Senior students, Year 11 and 12, had SET Plans and Planning Alternate Tomorrows of Hope (PATH) plans that mapped their pathways to post-schooling options
- ✓ Senior students undertook work experience that prepared them for meaningful post school placements
- ✓ All senior students achieve a Queensland Certificate Individual Achievement
- ✓ Communication programs are undertaken across all areas of the school and a range of communication strategies are implemented including; AUSLAN, PODD, Speech Generating Devices and Intensive Interaction.
- ✓ 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

Co-curricular Activities

- ✓ Community Based Learning ensured that students of all ages, where appropriate, participated in active learning in the community.
- ✓ Positive Behaviour for Learning (PB4L) provided additional curricula opportunities for students. PB4L reward activities, for students demonstrating excellent learning behaviour, included school discos and lunch with the Principal.
- ✓ Senior students had the opportunity to be Playground Rangers, utilising their lunch times to be peer supporters of students in the early years.
- ✓ Choir was offered to students from middle years to senior secondary school. The choir performed on a number of occasions during the year.
- ✓ Sports and recreational activities with other schools. CSSS held the Tri Schools Fun Run with Sunnybank and Kuraby Special Schools.
- ✓ Students engaged in a variety of activities with Calamvale Community College.
- ✓ Swimming and Sports Carnivals.

How Information and Communication Technologies are used to Assist Learning

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

Social Climate

Overview

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

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

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

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

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



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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	88%	100%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	95%	94%	95%
their child is making good progress at this school* (S2004)	94%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	95%
teachers at this school motivate their child to learn* (S2007)	100%	94%	95%
teachers at this school treat students fairly* (S2008)	100%	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	88%	100%
student behaviour is well managed at this school* (S2012)	100%	94%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	95%	94%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	92%	94%	90%
they receive useful feedback about their work at their school (S2071)	86%	94%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	98%	100%	94%
student behaviour is well managed at their school (S2074)	96%	94%	88%
staff are well supported at their school (S2075)	88%	100%	88%
their school takes staff opinions seriously (S2076)	84%	97%	91%
their school looks for ways to improve (S2077)	92%	100%	94%
their school is well maintained (S2078)	88%	94%	100%
their school gives them opportunities to do interesting things (S2079)	90%	100%	94%

* 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

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

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

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

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

The Tri-school partnership offered all students connection and opportunities with their peers from Sunnybank and Kuraby Special Schools. In 2017 CSSS participated in a fun run, dance-a-thon and a NAIDOC program.

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

Across 2017, parent and community engagement has been encouraged through the school newsletter published fortnightly and the CSSS Facebook site. Teachers are encouraged to highlight student achievements through these avenues and important information in relation to school events and priorities and is shared.

Respectful relationships programs

The school has developed and implemented programs that focus on meaningful, respectful and healthy relationships. CSSS places a high priority on student and staff wellbeing and has processes in place to address a wide range of student support needs at school and at home. The school culture and expectations are that the

school will accommodate the learning and wellbeing needs of all students. A flexible and student centred approach is used to meet the identified needs of all students.

Daniel Morcombe support materials were accessed by classroom teachers as needed for individual students or as a whole-of-class program. 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.

The Positive Behaviour for Learning (PB4L) team were committed to making Calamvale Special School a safe and friendly learning environment that values difference and embraces diversity. 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 PB4L 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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	5	7
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school had increased in size with an additional two storey building containing office, staffroom/conference room and classroom spaces impacting significantly on electricity and water usage. The swimming pool uses an automatic timers and a pool blanket are utilised to maintain water temperature. Watering of gardens was restricted to new plantings. Established trees, scrubs and the oval were not watered outside of natural weather events.

Reducing the school environmental footprint is targeted for semester 2 2018.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	155,840	
2015-2016	156,949	
2016-2017	184,025	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	55	<5
Full-time Equivalents	33	35	<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 professional development in 2017 were \$[INSERT VALUE].

The major professional development initiatives were as follows:

- ✓ Yumi Deadly Maths
- ✓ Balanced Literacy
- ✓ Communication
- ✓ Intensive Interaction
- ✓ Process Based Learning
- ✓ Behaviour Management – Positive Behaviour for Learning (PB4L)
- ✓ Non-violent Crisis Intervention
- ✓ First Aid and CPR
- ✓ State Conferences - Queensland Association of Special Education Leaders (QASEL) and Australian Group on Severe Communication Impairment (AGOSCI)
- ✓ Participation in Special Education Curriculum Committee (SECC) conference and workshops

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 92% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	96%	88%

*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 2017 for all Queensland Special schools was 88%.

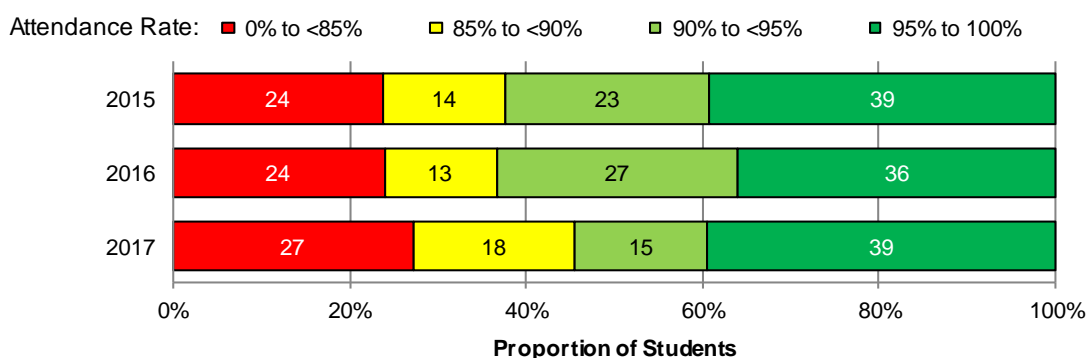
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	86%	90%	93%	95%	96%	88%	90%	90%	95%	88%	86%	94%	89%
2016	88%	84%	88%	92%	92%	85%	89%	88%	87%	96%	86%	90%	91%
2017	74%	84%	84%	85%	89%	95%	91%	91%	88%	89%	87%	86%	89%

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

CSSS students do not participate in the NAPLAN reading, writing, spelling, grammar and punctuation, and numeracy testing.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	8	6	14
Number of students awarded a Queensland Certificate of Individual Achievement.	8	6	14
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	1	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	3	2	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
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.	38%	33%	7%

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
2015	3	0	0
2016	2	0	0
2017	1	1	0

As at 14th February 2018. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			117%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			100%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.calamvalespecialschool.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leaver 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 2017.

Conclusion

2017 was a very positive year for Calamvale Special School, with continued enrolment growth. 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 relevant communication system. A variety of data collection tools were employed and data conversations developed teacher competence in knowing their learners and putting faces on the data.

Using several research-based approaches to improve student learning allowed the school to put the most appropriate teaching and learning practices into place, including trialling a Process Based Learning Approach across four classes.