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| Clifford Park Special School |

20**16**

**ANNUAL REPORT**

**Queensland State School Reporting**

***Inspiring minds. Creating opportunities. Shaping Queensland’s future.***

*Every student succeeding. State Schools Strategy 2016-2020*

Department of Education and Training

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| School Overview |
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Clifford Park Special School delivers educational programs to enrolled students aged from 12 to 18 years with diagnosed intellectual and/or multiple disabilities. Our school purpose is to provide a supportive learning environment where individual students achieve educational outcomes to assist them in their transition to post-school life. Our students have diverse learning needs. Teachers use specialised, differentiated pedagogy to meet the learning needs of specific groups of students at the school. The school fosters close working relationships with other government departments and service providers in the community to support students and their families to identify and develop pathways for life post-school.

Denise Kable Campus, our second campus at Ramsay Street Toowoomba, provides centre-based and outreach support for students with challenging behaviours. The Behaviour Support Team work directly with schools to build capacity to create safe and supportive environments. The Positive Learning Centre (PLC), situated on the Denise Kable campus, is accessed on a referral basis, and supports students who have require intensive behavioural support. The TALES program, situated in a facility in Neil Street Toowoomba, targets young people who are currently under Orders from Youth Justice. In addition the Denise Kable Campus also offers Electives for students on a short-term basis to enhance their learning opportunities.

Both campuses of Clifford Park Special School use Positve Behaviour for Learning (PBL) as their framework.

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| Principal’s Foreword  |
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**Introduction**

The 2016 Clifford Park Special School Annual Report outlines:

* the progress made in 2016 towards achieving our key improvement priorities;
* the future explicit improvement priorities for 2017;
* our school student profile;
* the school’s curriculum offerings;
* social climate;
* parent, student and staff satisfaction;
* community and parent engagement;
* our environmental footprint;
* our staff profile; and
* the performance of our students.

**School Progress towards its goals in 2016**

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| *2016 Explicit Improvement Agenda* |
| Explicit Improvement Agenda | Progress |
| 1.Increase the use of Explicit Instruction Elements in every classroom | Throughout 2016, a well-developed plan for establishing Explicit Instruction as a strong pedagogy at Clifford Park Special School was implemented using the following three strategies:1. Peer Feedback Coaches established stronger practises regarding Explicit Instruction by modelling Explicit Instruction in demonstration classrooms and providing feedback to teachers about their use of the elements of Explicit Instruction. In particular, the Instructional Vocabulary Routine was established in the teaching cycle through modelling, feedback and professional conversations.2. All teachers attended Anita Archer’s Explicit Instruction full day professional development. 3. The elements of Explicit Instruction were modelled through school wide forums including school assembly, staff professional learning days, and teacher meetings.Investing for Schools (I4S) Funding supported this priority throughout 2016. Implementation of Explicit Instruction continues to be a strong focus for 2017 as a fundamental pedagogy at Clifford Park.  |
| 2. Strengthen Mathematics processes  | All student cohorts implemented evidence of learning procedures around mathematics. School modified CDA Maths assessment tools were used to ascertain where students were working at. Our approach to the learning area of Mathematics was aligned to the flowchart of the Australian Curriculum to meet the learning needs of all students. This aspect of the curriculum continues to be a one of the improvement priorities of 2017.  |
| 3. Strengthen Positive Behaviour Support practises for students and staff  | During 2016 the school strengthened Positive Behaviour for Leaning (PBL) procedures and practices. These included, but were not limited to:-strengthening the knowledge of the four school expectations through weekly lessons;-use of choral procedures to practice the expectations at every school assembly;-the erection of signage of the four school expectations on every school building; -regular information in the school e/newsletter regarding Positive for Behaviour Learning in the school environment. -implementation of regular PBL events and a stronger reward system to enhance the LIKES process. Under the direct leadership of the Deputy Principal, the Workplace Health and Safety Committee was strengthened and made some significant changes to the workplace regarding positive work practices. At the beginning of 2016 a Wellbeing team was formed and a Workplace Health and safety Queensland Work Health survey was conducted. Data from the survey indicated two main interests:1.To create a work environment that promotes and supports staff wellbeing – both social and emotional; and; 2. to encourage employees to a) increase their level of physical activity and; b) improve physical wellbeing. The following strategies were introduced and acted upon: a) Increase opportunities for staff to feel supported and valued.b) Provide professional sessions on wellbeing related topics. c) Provide social opportunities for staff to get together.d) Engage in motivating physical fitness activities.e) Enact ways to improve physical wellbeing.Strategies were highly successful in 2016 and have continued into 2017. |

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| *2016 Explicit Improvement Agenda**Denise Kable Campus* |
| Explicit Improvement Agenda | Strategies/Actions |
| 1. Improve PLC students’ social and emotional wellbeing | A number of PBL Tier Two supports were implemented including the ECP modules and the Rock and Water program.DKC staff had professional development in the social skill’s program, Skillstreaming. The Skillstreaming audit tool was used to identify deficit skills and inform social skilling program focus.All students in the Positive Learning Centre were mapped on the Personal and Social Capability continua. |
| 2. Increase academic attainment for PLC students in both Literacy and Numeracy | The following actions were achieved towards the goal of increasing academic attainment for all PLC students:a) Allocated time for literacy and numeracy was set.b) Co-teaching occurred in all PLC classes. c) Work shadow / mentor opportunities were implemented.d) Professional learning for staff in the P-10 Literacy Continuum.e) Tracking folio for all students was developed.f) Attendance at Anita Archer Module 6 occurred. |
| 3. Explore processes and stratagem to build a greater understanding and awareness amongst the general public and educational and professional communities in regard to the quality of services and the outcomes achieved at the Denise Kable Campus. | To build a greater awareness and understanding regarding the Denise Kable Campus, the following was actions/strategies were accomplished:a) Met with all clusters to negotiate and document a Memorandum of Understanding for 2016 that reflected WSSSLR allocation.b) Coaches visited all schools to promote DKC.c) Appointment of mentors to provide opportunities to work shadow more experienced coaches one on one. d) Regular DKC Hub meetings were held. |
| The following actions are to be continued in 2017:-PLC teachers to undertake ECP self-audits.-Basic FBA and a Competing pathways developed.-Diagnostic assessment for all new PLC students. -Literacy and Numeracy goal to be developed and monitored. |

**Future Outlook**

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| *2017 Explicit Improvement Agenda* |
| Explicit Improvement Agenda | Strategies |
| Students will achieve their reading expectation or literacy learning expectation. | 1. Evidence of Learning Professional Learning Community (PCL) leads the implementation of data processes*Targets*:-Deconstruction of data tools.-Implementation of Data Walls.-Implementation of data tools on a cyclic basis.-Precise, measurable learning targets written for each student.-Four weekly data cycles to be implemented.-Student Plan Meetings with stakeholders.2. Professional Learning for staff regarding Evidence of Learning processes – increase knowledge, skills and competencies on assessment literacy-Peer Feedback Coaches are able to support teachers in developing precise reading goals/learning expectations.-Regular interactions between Peer Feedback Coaches and teachers -Attendance at regional days. -Engagement in professional learning activities.-Action plan written for professional learning of staff. |
| Students will engage in age-equivalent math contexts through specialised and explicit pedagogies. | 1. Increase confidence of teachers to deliver the RAMR (Reality, Abstraction, Mathematics, Reflection) cycle*Targets*:-Shared understanding of the RAMR pedagogy.-All teachers within certain cohorts use the RAMR cycle.2. Engage with external networks to improve knowledge and understanding of mathematics.*Targets:*-Evidence of Learning processes established.-Increased knowledge and understanding of mathematics.-Three Year Plan for all cohorts. |
| *The Clifford Park Special School Investing For Schools (I4S) document outlines specific timelines and targets associated with the 2017 Explicit Improvement Agenda* |

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| *2017 Explicit Improvement Agenda**Denise Kable Campus* |
| Explicit Improvement Priorities | Strategies |
| 1. Every student succeeding | PBL Tier 2 supportsSkillstreamingPBL Tier 3 supports - IBSP and / or Behaviour Profile Transition to other learning or earning optionsParent / Carer survey |
| 2. Differentiated Teaching and Learning | Review and update Whole School Reading Framework 2017-2018Map student’s progress using the P-10 Literacy ContinuumImplement Explicit InstructionRevitalise technology across the campusIndividual learning planProvide certificate options to older cohort |
| 3. School community partnerships | Cluster engagement strategyReview the composition of the DKCPublic relations and marketingDevelop coaches’ skill setAccess to OneSchool for PLC classes |

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| Our School at a Glance |
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**School Profile**

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| **Coeducational or single sex:**  | Coeducational |
| **Independent Public School:** | No |
| **Year levels offered in 2016:** | Year 7 - Year 12 |
| **Student enrolments for this school:** |  |
|  | **Total** | **Girls** | **Boys** | **Indigenous** | **Enrolment Continuity****(Feb – Nov)** |
| **2014** | 106 | 37 | 69 | 13 | 95% |
|  **2015\*** | 113 | 39 | 74 | 20 | 93% |
| **2016** | 123 | 43 | 80 | 23 | 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. |

**Characteristics of the Student Body**

**Overview**

Clifford Park Special School is a co-educational state senior special school. It has two campuses, one at 19 Rob Street Toowoomba and the second at 58 Ramsay Street Toowoomba. The Rob Street Campus provides programs for young people with disabilities between the ages of 12 and 18. Our student population is diverse with all students having an Intellectual Disability which can vary across our student population from mild Intellectual disability to profound Intellectual Disability. Approximately 40% of the student population have a second or multiple disability such as Autistic Spectrum Disorder, Physical Impairment, Hearing Impairment and Visual Impairment. Some students also have a mental health diagnosis and behavioural challenges. Students at the school require high levels of support with their educational programs. In 2016 about 13% of our students were in the Care of the State and approximately 17% are Indigenous. Some of our students require complex case management. The school works closely with Disability Services, Child Safety, Child Youth Mental Health Services and the Evolve Team to cater for their complex educational and personal requirements.

The Denise Kable Campus houses the Denise Kable Special Education Program (SEP), the school-wide Behaviour Support Team (BST), TALES program, and the Positive Learning Centre (PLC). Staff at the Denise Kable Campus work as one integrated team with the Head of Special Education Services leading the team. There are no direct student enrolments at the Denise Kable Campus. Students from across the Toowoomba geographical area have the opportunity to access programs designed to increase engagement, promote students' social and emotional development, enhance life skills and improve literacy and numeracy. The Campus provides an alternative learning site for a range of students.

The *Behaviour Support Team* work directly with schools to build capacity to create safe and supportive environments within those schools. The *Positive Learning Centre* (PLC), based on campus at Denise Kable, is accessed on a referral basis, with the target population being those students who have been excluded, have a history of suspensions or have disengaged from the mainstream school context. The *TALES* program targets students aged 10 -15yrs who are involved with Youth Justice and are currently under Orders. *Elective Programs* within Denise Kable Campus operate over the course of a 10-week term. Students attend for one day per week and engage in programs aligned to the Australian Curriculum.

**Curriculum Delivery**

**Our Approach to Curriculum Delivery**

All students at Clifford Park Special School have a documented Student Plan. Student plans are developed after collaboration with the student’s stakeholder group including their parent/carer and other interested partners in the students’ educational journey. The Student Plan is documented on the OneSchool platform. Within each Student Plan the following documentation occurs:

* *Personalised Learning*: The student’s personalised learning needs are recorded including key characteristics, impacts and adjustments that are required to engage the student in learning. Students in Year 11 and 12 have their Curriculum Plan recorded, and other associated documentation such as their PATH plan (Planning Alternate Tomorrows with Hope) and SET Plan (Senior Education Transition Plan). Documents such as Specific Individual Risk Assessments and Multi-Element Plans are also attached for students who require extensive adjustments due to behavioural challenges.
* *Individual Curriculum Plans* (for students in Years 7-10): Documents the student’s engagement in the Australian Curriculum at their level of engagement.
* *Health Management:* If required students’ health needs are documented with associated adjustments.
* *Support Provisions*: Students’ engagement in other learning areas and programs is documented. This includes Human Relationships Education (HRP), swimming programs, and specific student plans, such as the Education Support Plan.

 All students either have an Individual Curriculum Plan (ICP) (Year 7-10) or a Curriculum Plan (Year 11 and 12) framed around the Guideline for Individual Learning in preparation for receiving the Queensland Certificate of Individual Achievement (QCIA) on graduation. All students engage in units set in age-equivalent Learning Area contexts. Units, in particular English units, are framed around the core content areas of text creation, vocabulary and interaction skills. All students participate in reading/literacy programs and numeracy programs each day, with particular emphasis on Guided Reading each day.

Students in the senior secondary cohort can access other curriculum based programs based on their PATH (Planning Alternate Tomorrows with Hope) Plan. These include work experience programs, access to accredited certificate courses, school based work programs, and the Post School Sampling Program (PSSP).

Because our students have diverse learning needs –Highly Individualised Curriculum and Different Year Level Partial Curriculum - different pedagogical strategies are used to enhance the learning opportunities of all cohorts of learners. The Sixteen Elements of Explicit Instruction is the major pedagogical framework used at Clifford Park Special School with Pearson’s Gradual Release of Responsibility used to explicitly organize teaching and learning sequences. Our Reading Cycle is based on First Steps in Reading, while the RAMR (Reality, Abstraction, Maths and Reflection) cycle is the pedagogical framework for teaching Maths. Other strategies such as Intensive Interaction, or specific communication systems such as PECS (Picture Exchange Communication System) or PODD (Pragmatic Organisational Dynamic Display) are employed for specific cohorts of students as required.

**Co-curricular Activities**

In 2016 students were able to engage in a number of extra curricula activities including:

• swimming programs in the school’s own heated swimming pool;

• Horse Riding for the Disabled;

• paper delivery program for students in the junior secondary cohort;

• recreational electives including mechanics, music, dance and drama, art, cooking, computer, and sporting activities

 and;

* PATH related activities including work experience, work placements, certificate courses, work programs and Post

 school Sampling Program.

**How Information and Communication Technologies are used to Assist Learning**

In 2016:

- all students and teachers were connected to the school network with wireless connection available in all teaching blocks and non-teaching blocks;

-students had access to 37 student laptops and 49 iPads to enhance their learning. Some iPads were loaded with communication technology, such as Prologue2Go for students who have limited communication skills.

- a small computer laboratory continues to function with an increased 15 networked desktop computers enabling a class of students to engage with digital learning activities at the same time, as well as allowing access for students during break times;

- all classrooms are fitted with interactive projectors or interactive whiteboards; and

-the multipurpose room, staffroom and meeting room also have access to Interactive Projectors to aid in professional learning opportunities.

**Social Climate**

**Overview**

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Our school engagement with the Positive Behaviour for Learning (PBL) Framework through 2016 was strengthened as it was one of our explicit improvement priorities. During 2016 the PBL team increased their team meetings to three times each term. There was a school wide focus on proactive strategies to deal with Contextually Inappropriate Behaviours, the use of ecological strategies to reduce challenging behaviours, a stronger use of reinforces to reward appropriate and positive behaviours through the LIKES system, and individual strategies to decrease the incidence occurring. In whole school forums such as assembly, the four school expectations were taught explicitly, while signage was purchased of the four expectations to display on all school buildings. Although whole school strategies and procedures were in place, Clifford Park still focused on individual differences and the diverse learning needs of all students as the basis for the management of student behaviours.

The Student Support Team was available through 2016 to assist teachers in designing positive behavior strategies for students that require complex management using a collegial framework. The role of the Student Support Team will be enhanced during 2017 and strong structures and procedures will be implemented. Students with mental health difficulties were highly supported within our school, by individual and specialised services when appropriate.

Our social climate is influenced by our overall school vision and a strong belief that all students can learn and should have equitable access to educational services. This positive social climate at Clifford Park Special School is reflected in the 2016 School Opinion Survey where 100% of parents surveyed felt that their child felt safe at school, was treated fairly at school and that behaviour was well managed at school.

**Parent, Student and Staff Satisfaction**

**Parent opinion survey**

| **Performance measure** |
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| **Percentage of parents/caregivers who agree# that:** | **2014** | **2015** | **2016** |
| their child is getting a good education at school (S2016) | 92% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 100% |
| 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% | 100% | 100% |
| their child is making good progress at this school\* (S2004) | 100% | 100% | 100% |
| teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn\* (S2007) | 100% | 100% | 100% |
| teachers at this school treat students fairly\* (S2008) | 100% | 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) | 92% | 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) | 92% | 100% | 100% |
| this school is well maintained\* (S2014) | 100% | 100% | 100% |

**Staff opinion survey**

| **Performance measure** |
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| **Percentage of school staff who agree# that:** | **2014** | **2015** | **2016** |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 80% | 86% | 89% |
| they receive useful feedback about their work at their school (S2071) | 85% | 85% | 91% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 78% | 79% | 95% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 94% |
| students are treated fairly at their school (S2073) | 95% | 100% | 91% |
| student behaviour is well managed at their school (S2074) | 85% | 82% | 89% |
| staff are well supported at their school (S2075) | 90% | 93% | 89% |
| their school takes staff opinions seriously (S2076) | 85% | 81% | 79% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 90% | 96% | 97% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 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 and Carers had the opportunity to attend an information evening to hear about the school and what it has to offer, and to meet their child’s teacher early in Term One 2016. Parent/Teacher meetings occurred at the end of Term One giving parents the opportunity to have input into their child’s Individual Student Plan. In Semester Two, a new format of Student Plan was trialed with meetings with parents/carers and other stakeholders taking place in Term Four. Together stakeholders and teachers collaborated about the child’s educational plan. As well as discussing progress for the last semester, stakeholders were fully informed about where their child engaged in curriculum, what literacy and mathematic expectations were being considered and what evidence of learning had been collected. This new process will continue into 2017, with two Student Plan meetings occurring at the end of Term Two and Term Four.

Parents of students in the senior secondary phase of schooling had the opportunity to participate in a PATH (Planning Alternate Tomorrows with Hope) meeting with their child, community and school representatives. This planning outlined the goals for the last two years of schooling and what meaningful communities their child may engage with post-school.

For the first time, and due to the impending rollout of the National Disability Insurance Scheme in the following year, meetings were held with graduating students during Semester Two. Staff assisted parents to make informed decisions regarding planning for their child engaging within the NDIA framework to receive post school assistance. Excellent outcomes were achieved during this process, with all parents contacting the NDIS, and receiving substantial assistance from the NDIS post school.

The school encouraged open communication systems between teachers and parents/carers. Most students have a communication book, or teachers have email contact with parents. In 2016 our first e-newsletter was initiated. The school received excellent feedback regarding the new format.

The school had strong links with the community during with 2016. As well as engaging strongly with the business community through work and volunteer placements, we had a strong relationship with RTOs such as TAFE and Rural Australia. The school engaged consistently with the Department of Communities Disability Services and Child Safety, Disability Service Providers, and Child Youth Mental Health Services to provide a holistic service, particularly for students who have complex needs.

The school had a small but very active P&C Association that initiated fundraising opportunities as well as providing support of school structures and procedures.

**Respectful relationships programs**

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The Human Relationships Program (HRP) is part of the weekly teaching schedule at Clifford Park Special School. The Human Relationships Program is largely based on the program, Everybody Needs to Know – a sexual and reproductive health education resource for teaching people with a disability (True Relationships & Reproductive Health). The program incorporates the areas of healthy relationships, being safe, sexual relationships and sexual health. Mental health teaching materials have also been added, as well as bullying and cyber-safety to make a holistic and suitable program for students with disabilities. A three-year plan for both junior secondary and senior secondary determines what content is taught and when. Teachers are expected to differentiate teaching activities and resources for different cohorts of students. The Human Relationships Program is supported by the teaching of Positive Behaviour for Learning weekly units that focus on positive, respectful behaviours.

**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.

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| **SCHOOL DISCIPLINARY ABSENCES** |
| **Type** | **2014\*** | **2015\*\*** | **2016** |
| Short Suspensions – 1 to 5 days | 28 | 25 | 17 |
| Long Suspensions – 6 to 20days | 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**

Increase in utilities is most likely a reflection of increased student and staff growth. Good management of the school’s heated pool continues to be essential in maintaining utility usage at its lowest level possible. During 2016, the pool was heated to different temperatures over a weekly cycle. Students who required a hotter pool due to physical impairments, used the pool at the beginning of the week when the temperature was higher. The pool’s temperature was then reduced for students that could tolerate a cooler temperature.

In classrooms where reverse cycle air conditioners were installed, where possible, presetting on more economical temperature settings was being trialed as a way to further reduce utility costs.

| **ENVIRONMENTAL FOOTPRINT INDICATORS** |
| --- |
| **Years** | **Electricity****kWh** | **Water** **kL** |
| 2013-2014 | 217,725 | 233 |
| 2014-2015 | 239,296 | 781 |
| 2015-2016 | 250,102 | 1,461 |
| 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.**



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.

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| Our Staff Profile |
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**Workforce Composition**

**Staff composition, including Indigenous staff**

| **2016 WORKFORCE COMPOSITION** |
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| **Description** | **Teaching Staff** | **Non-Teaching Staff** | **Indigenous Staff** |
| Headcounts | 47 | 62 | <5 |
| Full-time Equivalents | 41 | 36 | <5 |

**Qualification of all teachers**

| **TEACHER\* QUALIFICATIONS** |
| --- |
| **Highest level of qualification** | **Number of classroom teachers and school leaders at the school** |
| Doctorate | 0 |
| Masters | 10 |
| Graduate Diploma etc.\*\* | 9 |
| Bachelor degree | 27 |
| 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 2016 were $35966.33.

The major professional development initiatives were:

* Attendance at Anita Archer’s Explicit Instruction professional learning day.
* Coaching and Feedback conversations regarding the elements of Explicit Instruction.
* Evidence of Learning Professional Learning Community (PLC)
* Lyn Sharratt’s Leading Change
* Update CPR, First Aide and Austswim qualifications
* Positive Behaviour for Learning training
* Communication technologies

In addition, $77201.00 was used out of Investing for Schools funds to enhance the professional learning of teachers through the use of Peer Feedback Coaches.

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. | 95% | 95% | 95% |

**Proportion of Staff Retained from the Previous School Year**

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

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| Performance of Our Students |
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**Key Student Outcomes**.

**Student Attendance**

**Student attendance**

The table below shows the attendance information for all students at this school:

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| **STUDENT ATTENDANCE 2016** |
| **Description** | **2014** | **2015** | **2016** |
| The overall attendance rate\* for the students at this school (shown as a percentage). | 90% | 88% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 81% | 87% | 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 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015 |  |  |  |  |  |  |  | 88% | 94% | 89% | 89% | 88% | 85% |
| 2016 |  |  |  |  |  |  |  | 93% | 87% | 96% | 92% | 88% | 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.

In 2016 Clifford Park Special School maintained student attendance using the OneSchool electronic system. All teachers referred to the Absence Codes when marking class rolls and were also expected to fill in the reason for absence by using the Absence Reason Codes. Teachers entered attendance data daily. Manual rolls were still used when substitute teachers were employed.

Teachers are asked to follow up with parents/carers if there were unexplained absentees or if a student absence has continued for a longer period. This is because teachers often have an excellent rapport with parents and carers. If this was not successful, a member of the administration team contacted the home, and attempted to find the reasons for non-attendance. Each student is considered individually if absenteeism becomes an issue and a plan regarding classroom or break time re-integration is deliberated.

At weekly administration meetings, the absentee data for the previous week is presented. Unexplained absentees are followed up and communication with the parent/carer is attempted by the principal. During Semester Two 2016, if students in the care of Child Safety were absent without explanation, they were directly followed up each morning with a call to their home, and if warranted, communication with their Child Safety Officer.

**Year 12 Outcomes**

| **OUTCOMES FOR OUR YEAR 12 COHORTS** |
| --- |
| **Description** | **2014** | **2015** | **2016** |
| Number of students receiving a Senior Statement | 26 | 19 | 14 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 25 | 18 | 14 |
| Number of students receiving an Overall Position (OP) | 0 | 0 | 0 |
| Percentage of Indigenous 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). | 7 | 3 | 4 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 0 | 0 | 6 |
| 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. | 0% | 0% | 0% |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. |  |  |  |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | 27% | 16% | 43% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. |  |  |  |
| As at 3rd February 2017. The above values exclude VISA students. |

| **OVERALL POSITION BANDS (OP)** |
| --- |
|  | **Number of students in each band for OP 1 - 25** |
| **Years** | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2014 | 0 | 0 | 0 | 0 | 0 |
| 2015 | 0 | 0 | 0 | 0 | 0 |
| 2016 | 0 | 0 | 0 | 0 | 0 |
| 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 | 7 | 0 | 0 |
| 2015 | 3 | 0 | 0 |
| 2016 | 4 | 6 | 0 |
| As at 3rd February 2017. The above values exclude VISA students. |

Clifford Park Special School used the Registered Training Organisations of TAFE and Rural Training Queensland to assist in the delivery of certificate courses. Four students accomplished a Certificate 1 in Agrifoods and one student achieved a Certificate 1 in Construction (TAFE). Five students received a Certificate 2 in Rural Operations through Rural Training Queensland and one student achieved a Certificate 2 in Hospitality through TAFE.

**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. |  | Data not available |  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. |  | Not |  |
| \* 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), will be uploaded to the school’s website in September.

The report will be available at:

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

**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 two early leavers who did not complete their schooling in 2016. These students moved to other regions to complete Year 12.

|  |
| --- |
| Conclusion |
|  |

The three explicit improvement priorities for 2016 were achieved. The priorities were supported by Investing for Schools (I4S) funds.

Explicit Instruction, as the key pedagogy for teaching and learning, was strengthened through the use of professional learning opportunities, Peer Feedback Coaches and professional dialogue.

Wellbeing for staff was an outstanding success for Clifford Park. There were major breakthroughs in creating a work environment that promoted and supported staff wellbeing through the provision of activities, professional learning opportunities and new structures. Many of the initiatives commenced during 2016 will continue into 2017, due to the newly created Health and Wellbeing Team.

The teaching of mathematics using age-equivalent contexts was established for all cohorts in the school and will be continued as an improvement priority for 2017.

The Evidence of Learning Professional Community continued during 2016 and led to deep understanding regarding data processes at Clifford Park Special School. By the closing of the year, data processes regarding literacy had been examined with the view of commencing the Lyn Sharratt’s Putting Faces on Data initiative. The priority for 2017 was established out of the success of the Evidence of Learning Professional Learning Community.