Clifford Park Special School
Queensland State School Reporting
2013 School Annual Report
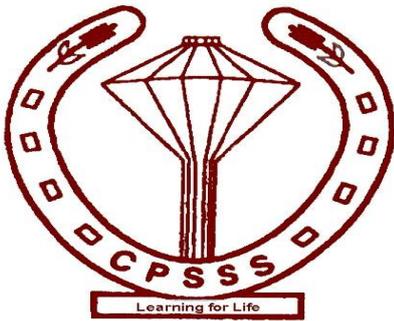
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Principal's foreword

Introduction

This 2013 School Annual Report documents:
- The progress made in 2013 towards achieving our Key Improvement Priorities
- Future Key Improvement Priorities for 2014
- Our School Student Profile
- Curriculum Offerings
- Social Climate
- Parent, Student and Staff Satisfaction
- Parent Involvement
- Our Environmental Footprint
- Our Staff Profile

School progress towards its goals in 2013

- Implement the Australian Curriculum for all learning cohorts at Clifford Park Special School.
    - In 2013, with the release of the additional levels of the General Capabilities by ACARA (i.e. Literacy 1a-1d, Numeracy 1a and Personal Social 1a) teachers from our interactions cohort developed Term Units set in Learning Area Contexts with the Learning Focus coming from the General Capabilities
    - Term Units for the Emerging Cohort incorporated Core English content from Foundation and Year 1. We identified that many of our students in this cohort were not able to learn Foundation Level English content and needed to focus on Literacy General Capabilities Level Id
    - Term Units for the Consolidating Cohort incorporated Core English content from Year 2 and Year 3
    - Our HOC's collaborated with the cluster pedagogy coach to develop a Term Reading Cycle process and template based on First Steps in Reading and Pearson's Gradual Release of responsibility. Teachers were provided with training to support them to develop and implement Reading Cycles with their class

.
- Development of a Pedagogical Framework
  - o During 2013 the School Pedagogical Framework Overview was developed based on the Dimensions of Teaching and Learning (DoTL)
  - o During 2014 detailed descriptions of school strategies for each dimension will be written and linked to the Pedagogical Framework Overview
- Imbedding of the Developing Performance Framework for all staff members
  - o Leadership Team Members were identified as Cohort Leaders responsible for supporting the teachers in their cohort to develop their Annual Developing Performance Plan.
  - o Cohort Leaders visited their teachers classes once per term to provide feedback about a teaching strategy identified by the teacher
  - o Classroom teachers lead the developing performance process with each of their teacher aides.
- Development of transitioning processes for students leaving Clifford Park State School for post school options and those transitioning to Clifford Park from year seven from feeder schools.
  - o Empowering Local Schools funds were used to enable our acting HOC to be off class one day per week to develop transition processes aligned to each student's PATH Plan.
  - o For Senior Students –PATH days were included in the timetable each Thursday and Friday where students develop the individual skills and interests they will need post school
  - o The Post School Sampling process (i.e. sampling Service Provisions) was introduced for students from the Interactions Team in their last two year of school
  - o A support group for parents of graduating students was reintroduced at the school.
  - o The first information day for HOSES from Special Education Programs around Toowoomba was held at the school to support the enrolment and transition of Year 7 students to the school.

Future outlook

Our School Key Improvement Priorities for 2014 are to:

- Imbed school-wide procedures for teaching the Australian Curriculum.
- Imbed school-wide procedures for the teaching of reading or the teaching of the literacy.
- Train key staff in the YuMi Deadly Mathematics Program.
- Join the School Wide Positive Behaviour Support Program and participate in the Tier 1 training year.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Secondary Special

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	94	31	63	97%
2012	103	36	67	92%
2013	100	30	70	92%

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

Characteristics of the student body:

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 difficulties. Students at the school require high levels of support with their educational programs.

Just over 10 % of our students are in the Care of the State and approximately 10% 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. Most students live in the Toowoomba metropolitan area but others travel daily to school from as far as Gatton in the east, Goombungee in the north, Oakey in the west and Pittsworth in the south.

The Denise Kable Campus (DKC) houses the Denise Kable Special Education Program (SEP), the school-wide Behaviour Coach Team (BCT) and the Positive Learning Centre (PLC). Although there are three distinct programs at the Denise Kable Campus, the staff

work as one integrated team with the Head of Special Education Services leading the team. The SEP provides short term courses

and residential programs to students with disabilities from state primary and secondary schools across southwest Queensland.

The BCT supports state schools by providing proactive support to students and teachers in schools. The PLC provides a part time alternative placement for students who are currently exhibiting complex and challenging behaviours and are finding it difficult to attend their regular schools on a full time basis.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	6	6	6
Year 11 – Year 12	6	6	6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	14	11	6
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- All teachers write a Term Unit set in an Learning Area from the Australian Curriculum

-These Units are integrated and contain core content from the English Learning Area (Foundation to Year 2) or from the Literacy General Capabilities (Levels 1a to 1d). A different Learning Area other than English is selected each term to provide the Learning Area Context for each Term Unit.

- Classroom teachers are also required to write a Term Reading Cycle or a Term Literacy Cycle designed to outline the Reading or Literacy emphases that will be the class focus for teaching and learning during the term.

- Our School Literacy Plan is based on First Steps in Reading and Pearson's Gradual Release of Responsibility.

- School Leadership Team have developed Flowcharts which describe agreed school planning and teaching processes for Term Units and Reading /Literacy Cycles for the 3 learning cohorts in the schools

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Extra curricula activities

Students were are able to engage in a number of extra curricula activities including:

- hydrotherapy for students with multiple impairments (the school hydrotherapy pool opened late in 2012);

- music therapy, delivered by a qualified music therapist for students in the Interactions Team;

- swimming program for students in the junior program;

- horse riding; and

- Recreational electives including music, dance and drama, art, cooking, computer, choir, and sporting activities.

How Information and Communication Technologies are used to assist learning

The National Secondary School Computer Fund has been used strategically over the last few years to significantly enhance and update digital technology available to support student learning. The following Information and Communication Technology is at the school:

- At least one Desk Top Computer in each of our 23 classrooms

- A small computer laboratory with 8 networked desktop computers enabling a class of students to engage with digital learning activities at the same time.

- Four class sets of Laptops enabling four classes of six students to access laptops (i.e. a total of 24 laptops)

- Forty iPads are available for use by students with priority access given to students with limited verbal and communication skills.

- All classrooms are connected to the school network with wireless connection also available in all teaching blocks.

- Thirteen of our 23 classrooms are fitted with Interactive Projectors.

Social climate

The Responsible Behaviour Plan for Students has continued to be instrumental in defining the social climate for Clifford Park Special School. Our emphasis on Positive Behaviour Support (PBS) means there is a school wide focus on proactive strategies to deal with Contextually Inappropriate Behaviour. Positive Behaviour Support focuses mainly on implementing ecological strategies, using reinforcers to reward appropriate and positive behaviours, and individual strategies to decrease the incidences of difficult behaviours occurring. Our Responsible Behaviour Plan for Students also outlines the school's response to Bullying behaviour. Strategies are outlined for the bully, the victim and the bystander. Students with mental health difficulties are 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. Behaviour incidences are recorded on OneSchool by all staff members.

This positive social climate is reflected in the School Opinion Survey where 96% of parents surveyed felt that their child felt safe at school. All parents surveyed felt that their child was being treated fairly at school and 96% felt that behaviour is well managed at school. Despite the diversity of students with a significant number displaying Contextually Inappropriate Behaviours, the school uses resources equitably, has consistent professional conversations about best management, and uses their significant knowledge about who the learners are, to make professional decisions regarding best practice.

Parent, student and staff satisfaction with the school

The results of the 2013 School Opinion Surveys show maintenance of the very high levels of parent and student satisfaction from 2012 to 2013. Staff satisfaction levels are also high but it is not possible to make a comparison as between 2012 and 2013 due to major redevelopment of the Staff Survey in 2013.

Parent Survey Highlights – 100% of parents surveyed said that:

- this is a good school
- their child likes being at this school
- teachers at this school motivate their child to learn
- they can talk to their child's teachers about their concerns.

Student Survey Highlights – Students had very high opinions of their teachers – 100% of students surveyed said that:

- their teachers motivate them to learn
- their teachers expect them to do their best
- their teachers provide them with useful feedback about their school work
- teachers treat them fairly at school

Staff Survey Highlights –

- 98% of staff said they receive useful feedback about their work and that the school looks for ways to improve
- 93% of staff said they enjoyed working at the school, they were well supported and the school gives them opportunities to do interesting things.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	96%
this is a good school (S2035)	91%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	96%
their child's learning needs are being met at this school* (S2003)	96%	96%
their child is making good progress at this school* (S2004)	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	96%
this school takes parents' opinions seriously* (S2011)	96%	96%
student behaviour is well managed at this school* (S2012)	95%	96%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	93%
they like being at their school* (S2036)	100%	93%
they feel safe at their school* (S2037)	91%	87%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	91%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	91%	100%
they can talk to their teachers about their concerns* (S2042)	100%	93%
their school takes students' opinions seriously* (S2043)	91%	100%
student behaviour is well managed at their school* (S2044)	100%	92%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

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Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	89%
they receive useful feedback about their work at their school (S2071)	98%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	89%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	87%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	98%
their school gives them opportunities to do interesting things (S2079)	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school continues to support parents to communicate effectiveley with other agencies that provide support for their child. Many interagency meetings are held at the school and parents report anecdotally that they prefer being able to attend such meetings at the school.

Parents strongly value their engagement with the PATH process (Planning Alternative Tomorrows with Hope) at the school. All parents of senior students (aged between 16 and 18 years of age) are given the opportunity to be part of the 'PATH' process. These meetings with students, parents, teachers and any other stakeholders were very valuable with many parents providing positive feedback about the process. The PATH process provides the basis for planning for the final years of school.

Reducing the school's environmental footprint

The opening of our heated indoor swimming pool in 2012 has resulted in a significant increase
 in Electricity Consumption due to the pool heating requirements, however water usage has
fallen significantly due to the breaking of the drought and the use of tank water at the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	129,230	662
2011-2012	164,065	1,150
2012-2013	236,495	808

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	27	45	<5
Full-time equivalents	23	26	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.	0
Masters	4
Doctorate	0
Total	**38**
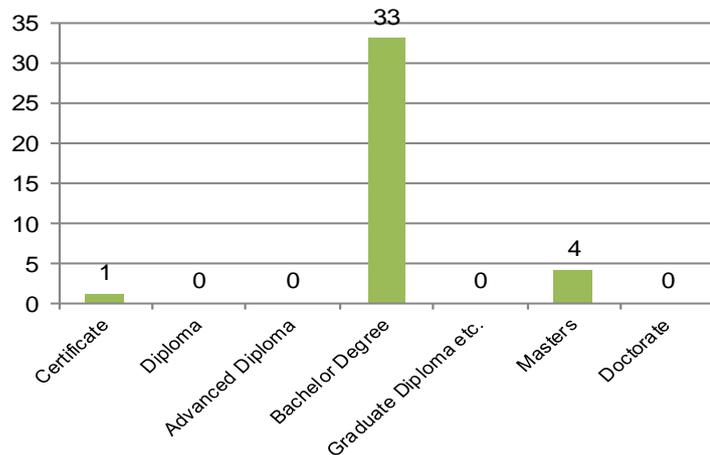
* Teaching Staff includes School Leaders

** 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 2013 were $17981.79

The major professional development initiatives are as follows:

- Development of literacy and reading programs, including Reading Your Way, Multilit, Picture Exchange Communication System and Intensive Interaction
- Curriculum Development – The Australian Curriculum
- Coaching and Feedback
- Teacher Aide workshops
- Update CPR ,First Aide and Austwim qualifications
- SWBPS Behaviour Coaches (DK Campus)

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Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was   100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2013 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.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	88%	91%

The overall attendance rate in 2013 for all Queensland state Special schools was 89%.

Student Attendance Distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	16	10	18	56
2012	21	14	24	41
2011	12	7	26	55

Proportion of Students
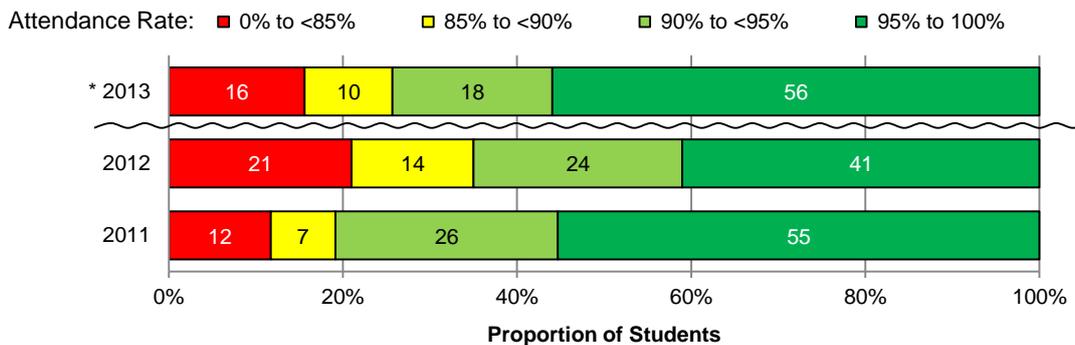
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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

Every teacher at Clifford Park Special School is expected to correctly fill in the manual roll twice daily.   All teachers refer to the Absence Codes when marking class rolls and are also expected to fill in the reason for absence by using the Absence Reason Codes. Teachers enter absence data daily and administration enters data onto the OneSchool system weekly.

Teachers at Clifford Park Special School often alert administration about students who have been absent for a time without a notified reason. Administration may also be alerted through the daily class rolls. Initially the teacher may make a phone call to the parent or the carer to find out reasons for extended absences. Teachers often have gained a rapport with the parents/carers of students in their class and have set up communication processes such as a daily communication book or email, to liaise with parents or carers. At most times, this initial contact is sufficient. In the very few instances where the teacher has had difficulty

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finding out reasons for absentism, the principal or the deputy principal will contact the family in the best way possible. This would take into consideration their preferred method of communication, literacy levels and who the best school person is to make contact. In the unusual event where prolonged non-attendance shows no notified reason, the Principal will send out a letter to the parent/caregiver outlining the processes that will occur if attendance is not improved.

Achievement – Closing the Gap

Closing the Gap funding was used primarily on increasing the literacy level of our indigenous students.   Retention and attendance is not an issue at Clifford Park as we have high reates of attendance and retention for our indigenous students.

Every indigenous student had at least one literacy goal in their Individual Student Plan. Indigenous students in the Symbolic, Emerging, and Consolidating cohorts engage in Literacy Content Descriptions and indigenous students in the Interacting cohort engage in the Literacy Continuum General Capabilities.

Teacher aides are used to assist in delivering the literacy focus for each student.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.			

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	12	18	19
Number of students awarded a Queensland Certificate Individual Achievement.	12	18	19
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	1	5
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	6%	26%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	0	0	0
2012	1	0	0
2013	5	0	0

As at 5 May 2014. The above values exclude VISA students.

Students participated in a number of Certificate One Courses including:

- Retail
- Automotive
- Hospitality

Certificate One courses provided by TAFE greatly enhanced student learning and was paramount in assisting students in gaining employment and volunteer positions after leaving school.

Post-school destination information

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

Early 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 during 2013. All students completed year 12 or an extra year if an extension had been deemed appropriate.

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