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| 3087 |
| Clifford Park Special School |

2017

**ANNUAL REPORT**

**Queensland State School Reporting**

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

*Every student succeeding. State Schools Strategy 2017-2021*

Department of Education

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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 or multiple impairments. 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 to deliver curriculum ‘on the same basis’ as same aged peers. 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 the framework of Positive Behaviour for Learning (PBL).

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| Principal’s Foreword |
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**Introduction**

The 2017 Clifford Park Special School Annual Report outlines:

* the progress made in 2017 towards achieving our key improvement priorities;
* the future explicit improvement priorities for 2018;
* 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 2017**

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| *2017 Explicit Improvement Agenda* | |
| Explicit Improvement Agenda | Progress |
| 1.Students will achieve their reading expectation or literacy learning expectation | Throughout 2017, a well-developed plan for establishing strong processes that supported teachers to use Evidence of Learning practices to assist students to achieve their personalised reading and/or literacy expectation was implemented using the following two strategies:  1. The Evidence of Learning Professional Learning Community (PCL) led the implementation of data processes. They were able to:  -define and implement consistent, contextualised and systematic data processes in order to collect, store and use Evidence of Learning. A Data Wall was designed and data tools were implemented on a cyclic basis called Learning Sprints.  -implement Evidence of Learning processes to identify where students were ‘at’, inform targeted teaching and confirm that our curriculum and pedagogical decisions were leading to learning. Precise, measurable learning targets were written for each student and consistent data cycles instigated.  -support consultation and reporting processes with stakeholders using the new Evidence of Learning processes. Revision of the Student Plan meeting between teachers and stakeholders occurred to reflect our new data processes.  2. Professional Learning for staff regarding Evidence of Learning processes was implemented to increase knowledge, skills and competencies on assessment literacy. This was achieved through:  -the Master Teacher providing training to Peer Feedback Coaches.  -Peer Feedback Coaches supporting teachers in aligning precise reading/literacy expectations with appropriate teaching pedagogies through a process called Conferencing.  -engaging in Lyn Sharratt’s Leading Learning Collaborative through attendance at regional days and engaging in professional learning opportunities. |
| 2. Students will engage in age-equivalent math content through specialised and explicit pedagogies*.* | The school priority of improving our mathematic practices in the previous year was continued in 2017. Our approach to the learning area Mathematics was further aligned to the flowchart of the Australian Curriculum to meet the learning needs of all students. The following two strategies were achieved:   1. Increased the confidence of teachers to deliver the RAMR (Reality, Abstraction, Mathematics, Reflection) cycle to deliver age-equivalent maths content to students. A Maths Professional Learning community was implemented to develop shared language and shared practices. Peer Feedback Coaches also provided coaching/support to teachers to develop RAMR cycles. 2. Engaged with external networks to improve knowledge and understanding of mathematics. To further develop our evidence of learning processes in maths, we continued our interaction with the Special Education Curriculum Cluster (SECC) Maths Professional Learning Community. In addition, a number of our teachers engaged in professional learning days with Bronwyn Ewing (QUT, School of Teacher Education and Leadership) on Number and algebra, Measurement, Geometry and Statistics and probability. Our own PLC developed a three-year plan for the Learning Area of Mathematics for all students at Clifford Park. |

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| *2017 Explicit Improvement Agenda*  *Denise Kable Campus* | |
| Explicit Improvement Priorities | Strategies Implemented and Actions Achieved |
| 1. Every student succeeding | Training for staff for PBL Tier 2 supports  Skillstreaming processes reviewed  PBL Tier 3 supports - IBSP and / or Behaviour Profile were implemented  Students transitioned to other learning or earning options |
| 2. Differentiated Teaching and Learning | Review and update of Whole School Reading Framework 2017-2018  Map student’s progress using the P-10 Literacy Continuum  Implement Explicit Instruction  Revitalise technology across the campus  Provide certificate options to older cohort |
| 3. School community partnerships | Cluster engagement strategy  Review the composition of the DKC  Improve public relations and marketing  Develop coaches’ skill set  Access to OneSchool for PLC classes |

**Future Outlook**

The strong focus on improving individual literacy/reading and numeracy expectations continues to be the improvement priorities for 2018.

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| *2018 Explicit Improvement Agenda* | |
| Explicit Improvement Agenda | Strategies and Actions |
| All students will achieve their literacy and/or reading expectation. | Peer Feedback Coaches support teachers in aligning precise reading and/or literacy expectations with specific instructional pedagogies.   1. One or more conferencing sessions are allocated per teacher for collaboration with their Peer Feedback Coach to develop reading/literacy expectations for each student. 2. Peer Feedback Coaches model pedagogies and provide resources to teachers to enhance their understanding and practice of reading/literacy skills. 3. The Case Management Approach (Lyn Sharratt) will be implemented across the school for reading and/or literacy expectations. 4. Phonemic Awareness training to be provided to a specified group of teachers. Master Teacher to attend the Phonemic Awareness Train-the-Trainer program. 5. Teachers will be in-serviced in the Phonemic Awareness program through modelling of the process at teacher meetings and instigation of demonstration classes. |
| All students will achieve their numeracy expectation. | The Maths professional Learning Community leads the implementation of the Data Wall numeracy expectations.   1. The Maths Professional Learning Community will develop the Numeracy Data Wall. 2. The Conferencing approach will be instigated for numeracy. expectations, with expectations displayed on the Data Wall for every student. 3. The Maths Professional Learning Community will develop appropriate maths diagnostic tools and assessment materials to assist teachers in identifying numeracy baselines and the next learning step. 4. Maths Professional Learning Community will develop resources to facilitate conferencing sessions with teachers to create numeracy expectations. 5. Targeted professional development is provided to deepen teachers’ understandings of the mathematics’ learning area and provide targeted and scaffolded instruction. |
| *The Clifford Park Special School Investing For Schools (I4S) document outlines specific timelines and targets associated with the 2018 Explicit Improvement Agenda* | |

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| *2018 Explicit Improvement Agenda*  *Denise Kable Campus* | |
| Explicit Improvement Targets | Strategies and Actions |
| 1. An Individual Curriculum Plan is developed for all students who require one. 2. Reporting of student outcomes using a five point scale. 3. Teachers use data to make judgements about student learning to inform future teaching. 4. Denise Kable Campus Assessment and Reporting Framework is reviewed. | Staff have the support and training they require to ensure students achieve educational outcomes.  -School leader roles and responsibility statements to include key deliverables, clear timelines and links to the improvement agenda.  - Provide differentiated Professional Development in data literacy for teachers.  - Ensure student support plans are documented on OneSchool.  - Ensure reporting for student outcomes occurs twice a year and is completed using a five point scale.  - Develop a process to include multi-modal assessment and reporting that reflects the unique nature of the work completed at this campus.  - For students requiring Individual Curriculum Plans, DKC Case Managers liaise with base schools to develop and implement ICPs.  - Progress school-wide implementation of Tier II and Tier III support strategies. |
| 1. Regional personnel are directly involved in the strategic transition of Denise Kable Campus. 2. A coaching model is organised between the ARD and the Team Leader to ensure the strategic direction of Denise Kable Campus is enhanced during the transition of the campus 3. Increase staff retention at the Denise Kable Campus. | Engage with regional personnel to effectively transition the facility, staff and equipment resources.  Engage regional support through a coaching process to build team leader capacity to drive the new strategic direction and relocation of the campus.  Commence recruitment in Term Three. Skills audit used to identify suitable staff. Active promotion of the positions.  Review the purpose of the HUB to ensure that all students in transition can be successfully placed into schools or other training options.  Review transition outcomes for students within and external to the campus to understand potential gaps and student needs |

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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 2017:** | | | Year 7 - Year 12 | | | |
| **Student enrolments for this school:** | | |  | | | |
|  | **Total** | **Girls** | | **Boys** | **Indigenous** | **Enrolment Continuity**  **(Feb – Nov)** | |
| **2015** | 113 | 39 | | 74 | 20 | 93% | |
| **2016** | 123 | 43 | | 80 | 23 | 98% | |
| **2017** | 116 | 41 | | 75 | 26 | 92% | |
| 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**

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 2017, approximately 13% of our students were in the Care of the State and approximately 23% are Indigenous. Some of our students require Complex Case management. The school works closely with the National Disability Insurance Scheme, 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.

**Average Class Sizes**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **AVERAGE CLASS SIZES** | | | |
| **Phase** | **2015** | **2016** | **2017** |
| Year 7 – Year 10 | 6 | 6 | 6 |
| Year 11 – Year 12 | 7 | 7 | 7 |
|  | | | |

**Curriculum Delivery**

**Our Approach to Curriculum Delivery**

All students at Clifford Park Special School have a documented Student Plan. The development of Student plans occurs 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 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.
* *Complex Case Support:* Students whose profile is quite complex and extensive adjustments are required to assist with school engagement, documentation of a Complex Case Support is occurs. These students often have Mental Health concerns.
* *Support Provisions*: Students’ engagement in other learning areas and programs are documented. This includes Human Relationships Education (HRP), swimming programs, and specific mandatory student plans, such as the Education Support Plan for students in the care of the state.

All students either have an Individual Curriculum Plan (ICP) (Year 7-10) based on the Australian Curriculum, 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 achieving their personalized reading/literacy or numeracy expectation.

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 reflected in their access of Highly Individualised Curriculum or 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 2017, 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 2017:

* 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**

Our school engagement with the Positive Behaviour for Learning (PBL) framework throughout 2017 continues to strengthen. The PBL team had regular team meetings three times each term, with a parent included as a team member. 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. 2017 saw an emphasis on the instigation of ‘events’ to further reinforce the engagement of students in following the four school expectations – Be Respectful, Be Responsible, Be Safe and Be Resilient. In whole school forums such as assembly, and within classrooms the four school expectations are taught explicitly with weekly lessons. 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 2017 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 2018 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 2017 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** | | | |
| --- | --- | --- | --- |
| **Percentage of parents/caregivers who agree# that:** | **2015** | **2016** | **2017** |
| their child is getting a good education at school (S2016) | 100% | 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% | 93% |
| 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) | 100% | 100% | 100% |
| this school takes parents' opinions seriously\* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school\* (S2012) | 100% | 100% | 100% |
| this school looks for ways to improve\* (S2013) | 100% | 100% | 100% |
| this school is well maintained\* (S2014) | 100% | 100% | 100% |

**Staff opinion survey**

| **Performance measure** | | | |
| --- | --- | --- | --- |
| **Percentage of school staff who agree# that:** | **2015** | **2016** | **2017** |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 86% | 89% | 76% |
| they receive useful feedback about their work at their school (S2071) | 85% | 91% | 90% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 79% | 95% | 89% |
| students are encouraged to do their best at their school (S2072) | 100% | 94% | 100% |
| students are treated fairly at their school (S2073) | 100% | 91% | 100% |
| student behaviour is well managed at their school (S2074) | 82% | 89% | 90% |
| staff are well supported at their school (S2075) | 93% | 89% | 95% |
| their school takes staff opinions seriously (S2076) | 81% | 79% | 86% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 96% | 97% | 95% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 94% | 90% |
| \* 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 2017. The new format of the Student Plan meeting which was trialed in Semester Two 2016, continued with a full year of rollout. Parents of students in Year 7 to 10 had meetings with parents/carers and other stakeholders at the end of Term Two and 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.

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.

The National Disability Insurance Scheme was in full swing in 2017. Clifford Park engages a staff member to work with, and advocate for our community, to fully explore how the NDIS can support families. She worked closely with our Local Area Consultant (LAC) to assist 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 most parents contacting the NDIS, and receiving substantial assistance from NDIS post school. Parents/carers of younger students who are not school leavers, were also able to engage in many informal discussions, meetings and supported workshops at school to discuss their NDIS plan and to receive the best advocacy possible from our 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 addition, our community receives E-newsletters supported by other systems, such as Info-News and are able to engage in the Clifford Park Special School website. Our new FaceBook site was launched in 2017. This had been a very welcome and successful addition to our communication structures.

The school had strong and ever-expanding links with the community during with 2017. As well as engaging strongly with the business community through work, trainee opportunities and volunteer placements, we had a strong relationship with RTOs such as Rural Australia and Downs Group Training. In 2017, for the first time, students from another high school in our local community, with the support of an RTO, completed a Certificate course on our school grounds.

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. Regular stakeholder meetings were held at Clifford Park Special School, building an important relationship to assist in advocating for each individual child’s 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 curriculum offerings 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. The addition of Mental Health teaching resources, as well as bullying and cyber-safety materials creates a holistic and suitable program for students with disabilities. A three-year plan for both junior secondary students and senior secondary students determines a cyclic teaching program. Teachers are expected to differentiate teaching activities and resources for different cohorts of students. The teaching of Positive Behaviour for Learning (PBL) weekly lessons that focus on our school’s four expectations – Be Respectful, Be Responsible, Be Safe and Be Resilient - supports the Human Relationships Program.

**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 | 25 | 17 | 14 |
| Long Suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |
| . | | | |

**Environmental Footprint**

**Reducing the school’s environmental footprint**

A decrease in Clifford Park’s electricity use was evident during 2017. Good management of the school’s heated pool continues to be essential in maintaining utility usage at its lowest level possible. 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 is implemented as a way to further reduce utility costs. The Leadership team often articulates our responsibility as a community to reduce our impact on the environment.

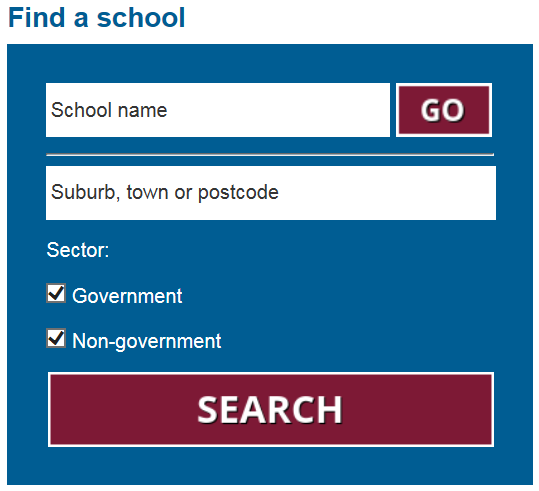
| **ENVIRONMENTAL FOOTPRINT INDICATORS** | | |
| --- | --- | --- |
| **Years** | **Electricity**  **kWh** | **Water**  **kL** |
| 2014-2015 | 239,296 | 781 |
| 2015-2016 | 250,102 | 1,461 |
| 2016-2017 | 231,648 | 2,447 |
| The consumption data is compiled from sources including ERM, Ergon reports and 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**

| **2017 WORKFORCE COMPOSITION** | | | |
| --- | --- | --- | --- |
| **Description** | **Teaching Staff** | **Non-Teaching Staff** | **Indigenous Staff** |
| Headcounts | 47 | 60 | <5 |
| Full-time Equivalents | 39 | 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 | 28 |
| Diploma | 0 |
| 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 $35000.

The major professional development initiatives are as follows:

* Special Education Curriculum Cluster (SECC) professional learning activities for Mathematics;
* Evidence of Learning Professional Learning Community (PLC);
* Australian Curriculum professional learning opportunities;
* Lyn Sharratt’s Faces on Data;
* Update CPR, First Aide and Teaching of Swimming qualifications;
* Literacy/Communication pedagogies including Intensive Interaction and Pragmatic Organistional Dynamic Display (PODD); and
* Positive Behaviour for Learning training.

In addition, $40000 was used out of Investing for Schools (I4S) funds to enhance the professional learning of teachers through the use of Peer Feedback Coaches. The school also had $15000 for supporting beginning teachers.

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. | 95% | 95% | 94% |

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

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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:

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT ATTENDANCE 2017** | | | |
| **Description** | **2015** | **2016** | **2017** |
| The overall attendance rate\* for the students at this school (shown as a percentage). | 88% | 91% | 89% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 87% | 88% | 87% |
| \*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 |  |  |  |  |  |  |  | 88% | 94% | 89% | 89% | 88% | 85% |
| 2016 |  |  |  |  |  |  |  | 93% | 87% | 96% | 92% | 88% | 91% |
| 2017 |  |  |  |  |  |  |  | 92% | 91% | 86% | 91% | 88% | 87% |
| \*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.

In 2017, Clifford Park Special School maintained student attendance using the OneSchool electronic system. All teachers referred to the Absence Codes when marking class rolls, documenting the reason why students are absent. Teachers entered attendance data twice daily. Manual rolls are still used when substitute teachers are employed. The school’s administration officer attempts to contact families each day, using the SMS4Schools system, when student absences are unexplained.

At weekly administration meetings, the absentee data for the previous week is presented. Teachers are asked to follow up with parents/carers if unexplained absentees have continued for a longer period. This is because teachers often have an excellent rapport with parents and carers. If this is not successful, a member of the administration team, or the principal, will contact the home, and attempt to find reasons for non-attendance. Each student’s circumstances are considered individually. If absenteeism becomes an issue, a plan regarding classroom or break time re-integration is deliberated.

All students in the care of Child Safety who were absent without explanation, 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** | **2015** | **2016** | **2017** |
| Number of students receiving a Senior Statement | 19 | 14 | 18 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 18 | 14 | 18 |
| 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). | 3 | 6 | 10 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 0 | 2 | 7 |
| 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. | 16% | 43% | 56% |
| 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 | |
| 2015 | 0 | 0 | 0 | 0 | | 0 | |
| 2016 | 0 | 0 | 0 | 0 | | 0 | |
| 2017 | 0 | 0 | 0 | 0 | | 0 | |
| As at 14th February 2018. 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 | 4 | 2 | 0 |
| 2017 | 3 | 7 | 0 |
| As at 14th February 2018. The above values exclude VISA students. | | | |

In 2017, Clifford Park Special School used the Registered Training Organizations TAFE and Rural Training Queensland to assist in the delivery of certificate courses. Three students accomplished a Certificate 1 in Agrifoods Six students received a Certificate 2 in Rural Operations and one student achieved a Certificate 2 in Hospitality through TAFE. One student commenced a Traineeship in Automotive Underbody (Certificate 2).

**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. |  |  | 100% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. |  |  | 67% |
| \* 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.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.

In 2017, there were a number of students who reduced their full-time enrolment to part-time enrolment in their last year of school. These students were successful in gaining employment in supported work placements. Securing a position in supported work placements can be difficult, so part-time placements are an excellent means of safeguarding a job while completing studies to achieve their Queensland Certificate of Individual Achievement (QCIA).

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

In 2017, Clifford Park Special School, including Denise Kable Campus, underwent a Full School Review, performed by a Review Team from the School Improvement Unit (SIU). The Review Team evaluated our school’s performance against the nine domains of the National School’s Improvement Tool. The key findings found by the Review Team included, but were not limited to the following affirmative statements:

The school leadership team and staff members are committed to their core objective to improve learning outcomes for all students in the school.

The leadership team has clearly outlined actions that are required to be undertaken within each priority area, and aligned these with targets, timelines and responsibilities.

-A common belief in high expectations is articulated by all parents and staff members, and a shared commitment to establish and maintain mutually respectful relationships across the school community.

The school has established extensive and highly valued partnerships with families, local businesses and community organisations.

The key improvement strategies outlined in the Full School Review will be the basis for Clifford Park’s four year Strategic Plan commencing in 2018. The development of a mission statement, including vision and values, will fuel the explicit priorities centred on learning and high expectations for students.