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| Clifford Park Special School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding  State Schools Strategy  Department of Education |

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| From the Principal |
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School overview

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 cohorts 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 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).

School progress towards its goals in 2018

The School Improvement Unit completed a full School Review of Clifford Park Special School in 2017. A four-year Strategic Plan was completed in response to the Review’s outcome for 2018-2021. The Leadership Team developed a number of school priorities under the areas of School Culture, Explicit Improvement Agenda, Teaching and Learning, Evidence of Learning and Community Partnerships that would unfold over the subsequent four years.

Many of the targets for the 2018 Annual Improvement Plan (AIP) have been achieved. The following is a summary of each of the priority areas as identified in the 2018 AIP.

*School Culture*:

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| One of the major labours completed during 2018 was the development of a clear mission statement including vision and values, to reflect the school identity and its learning culture. All stakeholders in the Clifford Park community were engaged in developing a modern new branding. A local business specialising in organisation branding was used to assist with bringing all ideas together from stakeholders and establishing an authentic consensus. The end of 2018 saw three new pillars, a mission statement, a statement of values and vision, and a new logo for Clifford Park Special School. In 2019, the new branding will be released to the school community through a formal celebration. |
| The Responsible Behaviour Plan for Students was reviewed and changes made to reflect current practices in line with the Positive Behaviour for Learning (PBL) Framework. In addition, guidelines were established to assist teachers with engaging with the Student Support Team (SST). The function of the SST is to assist with managing students with complex and challenging behaviours. In addition, the Leadership Team and the PBL Team worked together to ensure all staff were aware of the support structures and processes of individual students who have specific behaviour strategies in place through established communication systems. |
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*Explicit Improvement Agenda*

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| Throughout 2018, 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 and maths expectation was implemented. The greatest impact on student learning has been the implementation of Conferencing whereby teachers meet with their Feedback Coach to discuss evidence of learning and the next step of learning for each student. Evidence of Learning includes both summative and formative assessments types. | |
| Target | Progress on strategies |
| 1. Students will achieve their reading expectation or literacy learning expectation | Peer Feedback Coaches supported teachers in aligning precise reading/literacy expectations with specific instructional pedagogies. The following actions were progressed:   * One or more conferencing sessions were allocated per teacher for collaboration with their Peer Feedback Coach to develop reading/literacy expectations for each student. * Peer Feedback Coaches modelled pedagogies and provided resources to teachers to enhance their understanding and practice of reading/literacy skills. * Phonemic Awareness training was provided to a specified group of teachers. Master Teacher attended the Phonemic Awareness Train-the-Trainer program. * Teachers were inserviced in the Phonemic Awareness program through modelling of the process at teacher meetings and instigation of demonstration classes. * The Case Management Approach (Lyn Sharratt) was not implemented across the school, after consultation with teachers. Teachers preferred to extend the Conferencing approach - the school had developed their own unique practice from the Leading Learning Agenda. |
| 2. All students will achieve their numeracy expectation. | The Maths Professional Learning Community led the implementation of the Data Wall numeracy expectations. The following actions were undertaken:   * The Maths Professional Learning Community developed the Numeracy Data Wall. * The Conferencing approach was instigated for numeracy expectations, with expectations displayed on the Data Wall for every student. * The Maths Professional Learning Community developed appropriate maths diagnostic tools and assessment materials to assist teachers in identifying numeracy baselines and the next learning step. * The Maths Professional Learning Community developed resources to facilitate conferencing sessions with teachers to create numeracy expectations. * Targeted professional development was provided to deepen teachers’ understandings of the mathematics learning area and provide targeted and scaffolded instruction. |

*Teaching and Learning*

In 2018, the Local Consultative Committee reviewed processes of feedback, supervision and engagement between the Leadership Team and staff members. A Collegial Engagement document was written to reflect the current supervision and feedback processes and was agreed upon by staff members.

A number of Professional Learning Communities (PLCs) were established during 2018 to review targeted documents regarding curriculum implementation. Our Human Relationships Program - a program designed to deliver information and build skills around relationships for young people with disabilities - was examined and evaluated. Adjustments were made to the program to reflect current community trends and standards. The three-year whole school curriculum plan for the Junior Secondary Cohort and the Interactions Cohort were also evaluated. Teachers engaged with the Australian Curriculum and ensured that units were aligned with appropriate levels of differentiation and that all content was age-equivalent. Although the PLCs were successful in formulating the three-year plans, further engagement is required and this will continue into 2019.

The first draft of the Clifford Park Special School Charter was completed by the end of 2018. Our Charter records all of our practices, processes and documentation in regard to what we do and how we do it. Engagement with community, teaching the required curriculum, knowing our learners and our agreed pedagogical practices are the four areas that are considered in this whole school document.

*School Community Partnerships*

Three targets were set for achievement during 2018.

1. The initiation of conversations between Clifford Park Special School and one of its feeder schools, Toowoomba West Special School, to improve transitions for students. Meetings between the two principals resulted with a new transition plan being formulated. Processes that encompassed how pertinent information is passed from one school to the next, how teachers can engage with other teachers and how transition of students, if appropriate, can occur successfully between the two school were implemented at the end of 2018. In addition, the processes of transitioning students and the passing of important information, including evidence of learning, was also reviewed for other mainstream feeder primary schools.
2. The collection of accurate data across two points in time to track post school destinations for students that graduated in the previous year. A tool was developed to gather information regarding students that graduated at the end of 2017. Although some information was entered, inherent difficulties in finding where ex-students are and time to research, made collecting accurate data more difficult. Continuation of this target into 2019 with some research into improving its success will be a priority.
3. Systems around post school transition programs to be updated in line with the changing landscape, particularly in regards to The National Disability Insurance Scheme (NDIS). The school worked closely with parents, Carer’s Queensland, Disability Service Providers, employment agencies and community businesses to ensure students had a smooth and successful transition into post school options. Our relationship with community organisations has become stronger and our increased credibility in the NDIS landscape has led to positive outcomes for students and their families.

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| **Denise Kable Campus**  Four major priorities were selected for 2018 and were a direct outcome of the School Review process:   * *An Individual Curriculum Plan is developed for all students who require one.*   Students who are enrolled at another campus and have an ICP were flagged to continue the planning process at DKC. Processes are beginning to be developed on how the ICP can be acted upon on a school level at Denise Kable Campus. |
| * *Reporting of student outcomes uses a five-point scale.*   Reporting standards at DKC were previously on a four-point scale. In 2018 a five-point scale was developed. Further discussions are being held to see if the five-point scale should reflect Australian Curriculum reporting standards as defined in Department of Education Reporting Guidelines. |
| * *Teachers use data to make judgements about student learning to inform future teaching.*   Data is driving the selection of academic, personal and social curriculum. Denise Kable Campus have instigated specific data collection tools. Analysis of academic and behaviour data, including work samples, are used to decide what the next step of learning is.  School funding is used to give planning time for PBL, Tier Two and Problem Solving Teams to meet and discuss student learning based on data. |
| * *Denise Kable Campus Assessment and Reporting Framework is reviewed*.   A review was completed by the end of 2018 of the school’s Assessment and Reporting Framework. |
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Future outlook

The strong focus on improving individual literacy/reading and numeracy expectations continues to be the Explicit Improvement Agenda for 2019.

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| *2019 Explicit Improvement Agenda* | | |
| Explicit Improvement Agenda | Strategies and Actions | Timeline |
| All students will achieve their literacy and/or reading expectation. | Peer Feedback Coaches support teachers in aligning precise reading/literacy expectations with specific instructional pedagogies. | |
| 1. Peer Feedback Coaches support teachers in aligning precise reading and/or literacy expectations with specific instructional pedagogies. 2. Peer Feedback Coaches identify appropriate Phonemic Awareness milestones to assess the effectiveness of the program. 3. New Feedback coaches are added to the team. The Head of Curriculum provides coaching and feedback during Conferencing sessions as well as organising targeted professional development. 4. Conferencing between teachers and Peer Feedback Coaches occurs regularly. All teachers participate in the conferencing process. 5. Increase the range of literacy/reading resources for teachers and students. 6. Data Wall is maintained as the visual representation of student achievement. 7. Modelling of the Phonemic Awareness process in classrooms is provided for teachers. | Ongoing  Term Two  Term One  Term Two  Ongoing  Ongoing  Ongoing |
| All students will achieve their numeracy expectation. | The conferencing approach will be further developed and strengthened to implement precise numeracy expectations for students. | |
| 1. New Feedback coaches are added to the team. The Head of Curriculum provides coaching and feedback during Conferencing sessions as well as organising targeted professional development. 2. The Conferencing Approach used to develop numeracy expectations, is strengthened by implementing regular sessions of conferencing. 3. Conferencing between teachers and Peer Feedback Coaches occurs regularly. All teachers participate in the conferencing process. 4. Increase the range of maths resources for teachers and students. 5. Data Wall is maintained as the visual representation of student achievement. | Term One  Ongoing  Ongoing  Ongoing  Ongoing |
| *The Clifford Park Special School Investing For Schools (I4S) document outlines specific timelines and targets associated with the 2019 Explicit Improvement Agenda.* | | |

Other priority areas of the Quadrennial School plan will continue to unfold during 2019. The highlight of the year will be the formal release and dissemination of our new vision, mission and logos via the schools' communication networks. A formal function, inclusive of all stakeholders, will be organised to celebrate its release. The school’s new branding will be embedded in all communication channels and will be visually represented within the school and in the community.

**Denise Kable Campus Future Outlook**

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| *2019 Improvement Agenda* | | |
| DKC – Positive Learning Centre and TALES Targets | Strategies | Timeline |
| -Reduce the SDA and exclusion rates (DDSWR disability dashboard) for identified students (DDA-social) transitioning into secondary context.  -Tiered Fidelity Inventory (TFI) score of at least 80%.  -100% of students transition back into mainstream education or alternative learning pathways.  -Reduced rates of re-referral for TALES and PLC students. | * Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting a whole school approach to support student learning. * DKC and external professional learning to be based on data analysis. * Tier II and III implemented with fidelity | Ongoing |
| DDSWR – Behaviour Team Targets | Strategies | Timeline |
| -Regional portfolio documents link to the DDSWR team site, DKC website and Student Services edStudio.  -PBL is the preferred framework for schools to drive their Inclusive Education practices (Every Student with Disability Succeeding 2017).  -Schools purchase into the DDSWR behaviour coach service at a level that maintains service integrity.  -DKC Hub is represented by principals from each Cluster (8 meetings per year).  -Maintain 80% of staff for a three -year tenure.  -Recognise high performing coaches at a HOC/HOD level commensurate with other portfolios, and enhanced through developing a career pathway.  -DDSWR Behaviour Team to provide a quality, responsive behaviour coach service to schools. | * Link school leadership teams with the new Principal Guidelines for reducing and eliminating restrictive practices, student discipline (suspension and exclusion) and cancellation of enrolment. | Ongoing |

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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 2018 | Year 7 - Year 12 | | | |
| Student enrolments |  | | | |
| Table 1: Student enrolments at this school |  | | | |
| Enrolment category | 2016 | 2017 | 2018 | Notes:  1. Student counts are based on the Census (August) enrolment collection.  2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.  3. [pre-Prep](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school. |
| Total | 123 | 116 | 131 |
| Girls | 43 | 41 | 48 |
| Boys | 80 | 75 | 83 |
| Indigenous | 23 | 26 | 29 |
| Enrolment continuity (Feb. – Nov.) | 98% | 92% | 95% |

Clifford Park Special School is a high school only, and therefore there are no students enrolled in a pre-Prep program.

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 2018, approximately 15% of our students were in the Care of the State and approximately 22% identified with being Indigenous. Four students were enrolled during 2018 on a Refugee status. Some of our students require Complex Case management. The school works closely with the National Disability Insurance Scheme, Child Safety Youth and Women, 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

Table 2: Average class size information for each phase of schooling

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| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:  The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target. |
| Year 7 – Year 10 | 4-6 | 4-8 | 4-8 |
| Year 11 – Year 12 | 4-6 | 4-8 | 4-8 |

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 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 content. 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, Traineeships, 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 2018, 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;

• PATH related activities including work experience, work placements, traineeships, certificate courses, work programs and Post School Sampling Program.

How information and communication technologies are used to assist learning

In 2018:

• 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 2018 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 reinforcers to reward appropriate and positive behaviours through the LIKES system, and individual strategies to decrease the incidence occurring. 2018 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 2018 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 2019 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.

The school has regular stakeholder meetings with community organisations to support the child in a holistic manner. Funds are used to support teachers in meeting with stakeholders to ensure learning is continuous and intentional. In 2018, a teacher was offline for a number of days each week to assist families in gaining support from the National Disability Insurance Scheme. Her role included assisting families to advocate for funding through attendance at meetings, completing necessary documentation, interacting with Centrelink and other funding organisations, and assisting with respite and other disability services.

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 2018 School Opinion Survey where parents who responded to the survey rated very highly 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * their child is getting a good education at school (S2016) | 100% | 100% | 95% |
| * this is a good school (S2035) | 100% | 100% | 95% |
| * their child likes being at this school\* (S2001) | 100% | 100% | 90% |
| * their child feels safe at this school\* (S2002) | 100% | 100% | 95% |
| * their child's learning needs are being met at this school\* (S2003) | 100% | 93% | 95% |
| * their child is making good progress at this school\* (S2004) | 100% | 100% | 95% |
| * teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% | 95% |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% | 90% |
| * teachers at this school motivate their child to learn\* (S2007) | 100% | 100% | 95% |
| * teachers at this school treat students fairly\* (S2008) | 100% | 100% | 90% |
| * 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% | 90% |
| * this school takes parents' opinions seriously\* (S2011) | 100% | 100% | 95% |
| * student behaviour is well managed at this school\* (S2012) | 100% | 100% | 86% |
| * this school looks for ways to improve\* (S2013) | 100% | 100% | 95% |
| * this school is well maintained\* (S2014) | 100% | 100% | 100% |
| \* 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. | | | |

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * they enjoy working at their school (S2069) | 100% | 100% | 96% |
| * they feel that their school is a safe place in which to work (S2070) | 89% | 76% | 87% |
| * they receive useful feedback about their work at their school (S2071) | 91% | 90% | 83% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95% | 89% | 100% |
| * students are encouraged to do their best at their school (S2072) | 94% | 100% | 100% |
| * students are treated fairly at their school (S2073) | 91% | 100% | 100% |
| * student behaviour is well managed at their school (S2074) | 89% | 90% | 100% |
| * staff are well supported at their school (S2075) | 89% | 95% | 96% |
| * their school takes staff opinions seriously (S2076) | 79% | 86% | 95% |
| * their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| * their school is well maintained (S2078) | 97% | 95% | 96% |
| * their school gives them opportunities to do interesting things (S2079) | 94% | 90% | 96% |
| \* 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 2018. The arrangement and organization of Student Plan meetings, 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 2018. 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, which was launched in 2017, has excellent engagement from the school and wider community. 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 2018. 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 2018, 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 Child Safety Women and Youth, 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of school disciplinary absence | 2016 | 2017 | 2018 | Note:  School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school. |
| Short suspensions – 1 to 10 days | 17 | 14 | 21 |
| Long suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school’s environmental footprint

A significant decrease in Clifford Park’s water use was evident during 2018. Although electricity usage had increased in 2018, it was still at a lower point than the previous year than 2016. 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. All classrooms now have reverse cycle air conditioners installed, following a successful grant application. 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.

The Container for Change agenda has been taken on whole-heartedly by Clifford Park Special School. The school has extended its recycling program and has formed strong partnerships with a number of community organizations. It is our intention to further this environmental program into 2019 with the purchase of a number of items to strengthen the infrastructure requirements for long-term management.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | Note:  Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.  \*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 250,102 | 231,648 | 244,169 |
| Water (kL) | 1,461 | 2,447 | 771 |
|  |  |  |  |

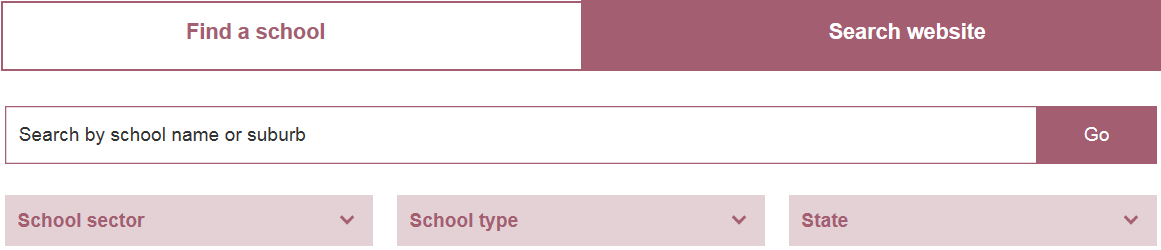
School funding

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*](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school’s financial information.

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| Our staff profile |
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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 51 | 72 | 5 |
| Full-time equivalents | 43 | 43 | <5 |
| \*Teaching staff includes School Leaders.  \*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters | 7 |
| Graduate Diploma etc.\* | 3 |
| Bachelor degree | 41 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $17885.58. In addition, up to approximately $43450 Investing for School funds was spent on teachers engaging with other teachers in regards to our Explicit Improvement Priorities of improving students’ reading/literacy and maths expectations.

The major professional development initiatives are as follows:

* Simon Breakspear Learning Sprints;
* Phonemic Awareness training;
* Special Education Curriculum Cluster (SECC) professional learning activities for Mathematics;
* Professional Learning Communities (PLCs);
* QCAA Maths activities;
* Update CPR, First Aide and Teaching of Swimming qualifications;
* Positive Behaviour for Learning training; and
* Trauma and well-being training.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 94% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018 period.

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| Performance of our students |
|  |

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

|  |  |  |  |
| --- | --- | --- | --- |
| Description | 2016 | 2017 | 2018 |
| Overall attendance rate\* for students at this school | 91% | 89% | 90% |
| Attendance rate for Indigenous\*\* students at this school | 88% | 87% | 88% |
| \* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).  \*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

Table 12: Average student attendance rates for each year level at this school

|  | Year level | 2016 | 2017 | 2018 | Notes:  1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.  2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).  3. DW = Data withheld to ensure confidentiality. |
| --- | --- | --- | --- | --- | --- |
|  | Year 7 | 93% | 92% | 93% |
|  | Year 8 | 87% | 91% | 89% |
|  | Year 9 | 96% | 86% | 92% |
|  | Year 10 | 92% | 91% | 88% |
|  | Year 11 | 88% | 88% | 91% |
|  | Year 12 | 91% | 87% | 90% |
|  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [*Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

In 2018, 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.

NAPLAN

Students who attend Clifford Park Special School are exempt from engaging in Naplan.

Year 12 Outcomes

Tables 13–15 show for this school:

* a summary of Year 12 outcomes
* the number of Year 12 students in each OP band
* the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](https://www.qcaa.qld.edu.au/about/publications/statistics).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](https://www.aqf.edu.au/) and [www.ibo.org](https://www.ibo.org/).

Table 13: Outcomes for our Year 12 cohorts

| Description | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| Number of students who received a Senior Statement | 14 | 18 | 28 |
| Number of students awarded a QCIA | 14 | 18 | 28 |
| 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 QCE at the end of Year 12 | 0% | 0% | 0% |
| Number of students who received an OP | 0 | 0 | 0 |
| Percentage of Indigenous students who received an OP | 0% | 0% | 0% |
| Number of students awarded one or more VET qualifications (including SAT) | 6 | 10 | 14 |
| Number of students awarded a VET Certificate II or above | 2 | 7 | 3 |
| Number of students who were completing/continuing a SAT | 0 | 0 | 3 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD |  |  |  |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 43% | 56% | 50% |
| Percentage of QTAC applicants who received a tertiary offer. |  |  |  |
| Notes:  • The values above:  − are as at 11 February 2019  − exclude VISA students (students who are not Australian citizens or permanent residents of Australia).  • *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 | Note:  The values in table 14:  • are as at 11 February 2019  • exclude VISA students (students who are not Australian citizens or permanent residents of Australia). |
| --- | --- | --- | --- | --- |
| 1-5 | 0 | 0 | 0 |
| 6-10 | 0 | 0 | 0 |
| 11-15 | 0 | 0 | 0 |
| 16-20 | 0 | 0 | 0 |
| 21-25 | 0 | 0 | 0 |

Table 15: Vocational Education and Training (VET)

| VET qualification | 2016 | 2017 | 2018 | Note:  The values in table 15:  • are as at 11 February 2019  • exclude VISA students (students who are not Australian citizens or permanent residents of Australia). |
| --- | --- | --- | --- | --- |
| Certificate I | 4 | 3 | 11 |
| Certificate II | 2 | 7 | 3 |
| Certificate III or above | 0 | 0 | 0 |

In 2018, Clifford Park Special School used the Registered Training Organizations Rural Training Queensland and Youth Employment Training Australia to assist in the delivery of certificate courses. Eleven students accomplished a Certificate 1 in Horticulture. Three students engaged in a Certificate 2, one in Salon Assistant, and two students completed Horticulture. These students completed their Certificate 2 within a Traineeship. A number of students commenced Certificate 2 in Rural Operations and will complete the course in 2019.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

|  |  |  |  |
| --- | --- | --- | --- |
| Description | 2016 | 2017 | 2018 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort |  | 100% | 112% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort |  | 67% | 66% |
| Notes:  1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).  2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

Student destinations

The Queensland Department of Education conducts [annual surveys](https://qed.qld.gov.au/publications/reports/statistics/schooling/learning-outcomes/next-step) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

In 2018, 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).

Next Step – Post-school destinations.

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school’s website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school’s report will be available at <http://www.cliffordparkspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>