

  R ESPECT I NDEPENDENCE C OMMUNICATION H IGH SELF ESTEEM	Postal address	PO Box 495 Booval QLD 4304
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Principal's foreword

Introduction

The Annual School Report for Claremont Special School provides information and data to inform the current and future parent community and the broader school community of the ongoing progress and achievements the school has accomplished during 2010 towards improving the teaching and learning outcomes of students.

At Claremont Special School we believe in the importance of working together to provide everyone with the best opportunity to participate and succeed in a diverse learning environment which is challenging, safe, supportive, happy and fun. We strive to create a *RICH* environment that fosters **r**espect, **i**ndependence, **c**ommunication and the development of **h**igh self-esteem.

We believe all children can learn, have the right to learn, and we will endeavour to teach the way they learn.

Our staff seeks to provide a diverse, appropriate and stimulating curriculum which enhances creativity and personal growth. We value individuality and diversity and aim to tailor our curriculum to meet the unique needs of every student.

Our school community strives to promote a strong work ethic and positive outlook on life. We believe these qualities help prepare students for lifelong learning and to become valued, productive members of the wider community.

Effective communication is integral to successful team, peer, student, and parent-teacher relationships. We aim to work in partnership with each other, families, professionals, paraprofessionals, and community members to improve the learning outcomes of students.

We appreciate and value working together as a team and demonstrating a high level of professionalism. We work together in the creation of a RICH school environment.

School progress towards its goals in 2010

Student learning and improved learning outcomes drives the strategic direction and curriculum focus of the school community. Key achievements of 2010 include:

Curriculum:

- Successful alignment of the school curriculum framework with QCAR and the P-12 Framework
- Development of the School's VET Framework to enhance the pathway opportunities for students exiting the school and transitioning to work or supported employment
- Development and implementation of English and Maths Programs across the school to support the implementation of the intended curriculum, and the alignment of assessment, and reporting to parents
- Identifying School Wide Positive Behaviour as the strategic framework for: management of behaviour; developing staff skills in PBS and classroom management; and providing a safe and supportive environment
- Continual review and refinement of the school's curriculum framework following the Education Department's Teaching and Learning Audit

Pedagogy-

- Alignment of intended curriculum, assessment and reporting processes enhanced by admin feedback on term task, alignment planner and teacher planning documents
- Teacher PD and implementation of First Steps in Maths as a framework for developing Maths knowledge and skills
- Participation in cluster Maths Project to support: Investigations, Explicit teaching and Higher Order Thinking processes
- Implementation of Literacy – 4 Blocks Way- 4 Resources Model as a framework for the teaching of reading
- Teacher PD and implementation of PODD programs for non-verbal students to improve communication
- Continued implementation of SMART MOVES program to improve student wellbeing and physical activity
- Teacher PD and enhanced access to ICTs with the introduction of Interactive Whiteboards as a teaching tool across the school
- Teacher PD in Hidden Histories to support the inclusion of Indigenous Perspectives within teaching and learning practices
- Teacher PD in Essential Skills for Classroom Management to support PBS as a framework for the management of student behaviour.

Infrastructure-

- Completion of the BER library and resource centre providing the school with a much needed valuable teaching space and teacher conference area
- Construction of a 2 classroom modular building to cater for the enrolment growth.

Future outlook

The 2011 Operational Plan identifies the following key actions:

- Engage in an internal review process with the community and develop the school's four year strategic plan 2012-2015
- Engage with the National Curriculum, developing trial documents in English and Maths
- Implement SWPBS across the school as a strategic framework for: management of behaviour; developing staff skills in PBS and classroom management; and providing a safe, supportive environment.
- Increase VET/senior school program offerings increasing TAFE access, external/internal work experience opportunities and partnerships with local businesses, services providers. Develop a horticulture program
- Increase parent participation in school, improving communication channels and transparency of school processes
- Improve teacher understanding, documentation and analysis of achievement data to target improvements in learning and teaching
- Explore Whole School Personal Development Program in conjunction with Family Planning Australia
- Implement formal feedback processes: investigate collegial coaching, and/or mentoring; team teaching/rotations
- Implement DPF to align targeted PD with the school improvement strategy
- Network with Ipswich Special Schools' Cluster Principals to share teacher leader expertise/resources, improve PD options, national curriculum project development, mentoring,
- Continue to advocate for school facilities upgrade to cater for growth, age of facility, program provisions
- Develop partnerships with local business, service organisations, industry to enhance school sponsorship, donations, senior school program development, and community involvement
- Reduce school's environmental footprint through development of environmental sustainability plan including water tanks, horticulture program, and waste management.

Our school at a glance

Respect Independence Communication High self esteem

School Profile

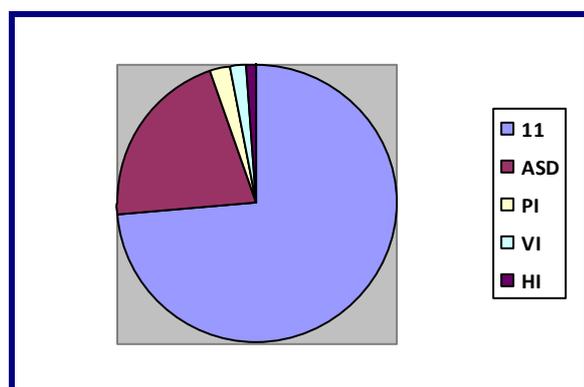
Coeducational or single sex: coeducational

Year levels offered: prep to year 12

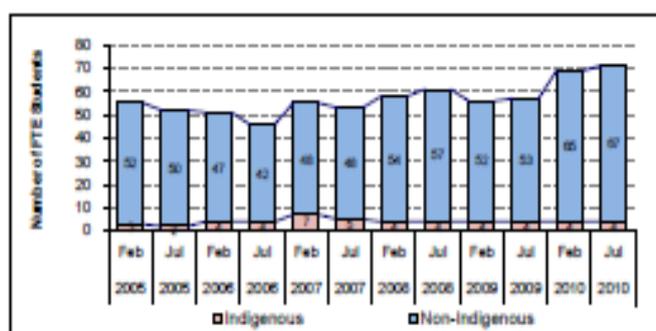
Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
71	20	51	86%

2010 Disability Categories Claremont Special School



Enrolment Full-Time Counts



Characteristics of the student body:

All students at Claremont Special School have a primary diagnosis in Intellectual Impairment. Twenty-seven per cent (27%) of the students have additional impairments including: autism spectrum disorder, physical, visual and/or hearing impairments. Six per cent (6%) of students are indigenous. Seventy five per cent (75%) of students are males.

The school population is drawn from urban and rural communities and borders the proposed Rippley Town Development. All students are transported to school by parents or through the transport assistance scheme due to the limited public transport options available in the area.

The individual learning needs, teaching and learning goals/priorities, and school curriculum directions inform the planning, teaching and assessment of the intended curriculum for each student.

Class sizes – Proportion of school classes achieving class size targets in 2010

Classes in our school are non-graded to provide program flexibility for students of similar ability, educational needs, and age. Class size 5 to 7 students.

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	7				
Year 4 – Year 10	6.1				
Year 11 – Year 12	6				

Our school at a glance

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All Classes	6.1				
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School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	4
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Positive Behaviour Support strategies are used to support the management of behaviour across the school.

Curriculum offerings

Our distinctive curriculum offerings include:

- Individualisation of student priority goals and programs supported by a trans-disciplinary team approach inclusive of teachers, therapists, parents and paraprofessionals. Priority goals are documented within IEPs, SET Plans, PBS plans and risk assessments, Health Plans, and Educational Support Plans for students in care.
- Application of EQs P-12 Curriculum Framework to meet the specific learning and teaching needs of students across the early, middle and senior phases of learning, and utilisation of the Early Years Curriculum Framework, Year 1-9 Essential Learnings and Standards to inform the teaching, learning and assessment of the intended curriculum
- Strong communication focus with access to AAC strategies including PODD, PECS, Boardmaker, Writing with Symbols, VODs
- Enhanced student literacy opportunities with the implementation of the Four Blocks Way model across the school.
- Whole school Maths and English program to improve student learning outcomes and continuity of learning across the school
- Continued development of an assessment culture to improve student learning outcomes including the use of : diagnostic tools, literacy and numeracy indicators, First Steps in Maths, front ending assessment and the use of an alignment planner to develop term assessment tasks, and social moderation of assessment tasks at the end of each term
- Delivery of Certificate 1 in Work Readiness with a focus on hospitality in the senior school as part of the school's RTO status and use of ASPIRE resources to support the program. Senior school curriculum offerings incorporating the QCIA curriculum organisers, Learning for Life, TAFE access and work experience.

Our school at a glance

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- SMART MOVES Physical Activity Program inclusive of daily fitness activities, gymnastics, indoor cricket and soccer, touch football, swimming, horse-riding, athletics and interschool sporting carnivals
- Enhanced access to Information Technologies through the use of Interactive White Boards, access to the internet and classroom computers to improve student learning outcomes.

Extra curricula activities

- School camps
- School formal and graduation dinner
- Students participate in fundraising to support the funding of school camps including: car washing, discos, stalls at Ipswich weekend markets, gift making for special celebrations

How Information and Communication Technologies are used to assist learning

The integration of ICTs across the school curriculum is a key priority of teacher PD and improved student learning and outcomes. Teachers and students have access to IWBs in every classroom, wireless and cable internet, laptops, iPods and PCs. Adaptive software including Boardmaker and Writing with Symbols, are used to support curriculum access. Wii Fit is used to enhance student wellbeing and fitness. Teachers have engaged in Smart Bug training to enhance their skills in the use of IWBs. Teachers are working towards achievement of ICT certificate or Pedagogical Licence.

Social climate

Excellence in teaching and learning enhanced through a supportive, safe school environment in which all students achieve their potential to function as valued members of society is the key priority of the Claremont School Community. The social climate of the school is focused on achieving this goal through:

- Implementing the School Responsible Behaviour Plan for students to provide a safe environment
- Providing strong educational leadership by providing engaging and enriching programs
- A framework for supporting student behaviour by focussing on the needs of each individual through the PBS plan process and committee referral
- Maintaining effective partnerships with parents and carers
- Up-skilling of staff in PBS strategies, ESCM assisting in the provision of a whole school approach to supporting positive behaviour which promotes consistency across the school
- Effective data collection and analysis of student behaviour
- Encouraging students to self-manage their behaviour.

Community Opinions (school opinion survey data 2010)

88.5% of our parents are happy with the encouragement that the school gives to their child.

96.2% of parents are satisfied with the quality of teaching their child receives.

92.3% of our parents are satisfied that their child is happy to go to this school.

88.4% of our parents are satisfied that their child is safe at this school.

100% of students believe they are safe at school

92.4 of our parents are satisfied that their child is treated fairly at this school.

77% of our parents are satisfied with the student discipline in the school.

73.1% of our parents are satisfied with the behaviour of students at this school.

92.3% of our parents are happy with the interest that the teacher(s) take in your child.

91.4% of staff believe they are treated with respect

100% of parents report that school staff are approachable when you want to talk about your child.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	93%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	97%

The following information is based on data drawn from the 2010 School Opinion Surveys.

Parent/Carer Satisfaction

- 92.3% of parents/carers were satisfied that our school is a good school. (100% 2009). This is above the state mean
- 87.6% of parents/carers were satisfied that their son/daughter was getting a good education at our school (93.3% 2009). This is above the state mean.

Curriculum (Parent/Carer Opinions)

- 92.3% of respondents were satisfied with the variety of school activities available and with what their child was learning at school. (100% 2009). This is above the state mean.
- 92.3% of parents/carers were satisfied that our school was preparing their son/daughter for the future. (100% 2009). This is above the state mean.

Quality of Teacher (Parent/Carer Opinions)

- 96.2% of parents/carers were satisfied with the quality of teaching. (100% 2009). This was above the state mean
- 88.4% were satisfied with the opportunities to discuss what their child was being taught. (93.5% 2009). This was above the state mean
- 84.6% were satisfied with the opportunities they had to discuss how their son/daughter was being taught. (96.8% 2009).

Learning Climate (Parent/Carer Opinions)

- 88.5% were satisfied with the encouragement that the school gives to their son/daughter. (100% 2009). This is above the state mean.
- 92.3% were satisfied with the interest that our teachers show in their son/daughter. (96.8% 2009). This is above the state mean.

Teacher/Staff Satisfaction

Staff Morale

- 97% of staff were satisfied with moral in the school.
- 94.5% of teachers believe that our school is a good place in which to work. (80% 2009). This is above the state mean.
- 94.4% of teachers are happy working in our school. (89% 2009). This is above the state mean

Our school at a glance

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Professional Development

- 80% of the school workforce are satisfied with access to professional development opportunities that relate to school and systemic initiatives. (86.7% 2009)
- 86.2% of teachers believe our school gives them the opportunities to improve their skills. (80% 2009).

School Operations

- 88.6% of teachers believe that our school is a well organised place in which to work. (78.6% 2009). This is above the state mean.

Physical Environment

- 83.3% of staff believe that our school is well maintained. (86.7% 2009).

Student Satisfaction

- 93.3% of students were satisfied that our school is a good school. (92.9% 2009).
- 93.3% of students were satisfied that they were getting a good education at our school (85.7% 2009).

Curriculum (student Opinions)

- 86.7% of students were satisfied with the variety of school activities available (92.9% 2009).
- 100% of students were satisfied with what they were learning at school (71.5% 2009). This is above the state mean.

Pedagogy (student Opinions)

- 80% of students were satisfied with the standard of work expected. (85.8% 2009).
- 100% were satisfied they know how well they are doing. (92.9% 2009). This was above the state mean

Learning Climate (student Opinions)

- 100% were satisfied with what the teacher tells them helps them improve their work. (92.9% 2009). This is above the state mean.
- 93.3% were satisfied with the interest that our teachers show in their learning. (92.8% 2009). This is above the state mean.

Involving parents in their child's education.

Parents are involved in their child's education at Claremont Special School in a variety of ways including:

- Active participation in the development of IEPs, SETPlans, PBS Plans, Health Plans and Education Support Plans for Students in Care, which are reviewed every 6 months
- Daily communication with parents through student communication books or engagement with parents who collect their child from school
- Term Celebration days to celebrate student achievements and view student work
- Annual events including: Book Week, Queensland Day, Naidoc Week, Sporting Carnivals, P&C events, Senior Formal, Christmas Concert. Students often put on gymnastic displays at Careers Expo and Disability Week functions.
- P and C membership, fundraising and contribution to school resources
- Classroom volunteers and volunteers for swimming, horseriding and sporting carnivals
- Contribution and consultation in school operations and strategic documents e.g. Operational Plan, BER project,
- Newsletter is sent out each fortnight to inform parents of curriculum activities and key events

Our school at a glance

Respect Independence Communication High self esteem

Reducing the school's environmental footprint

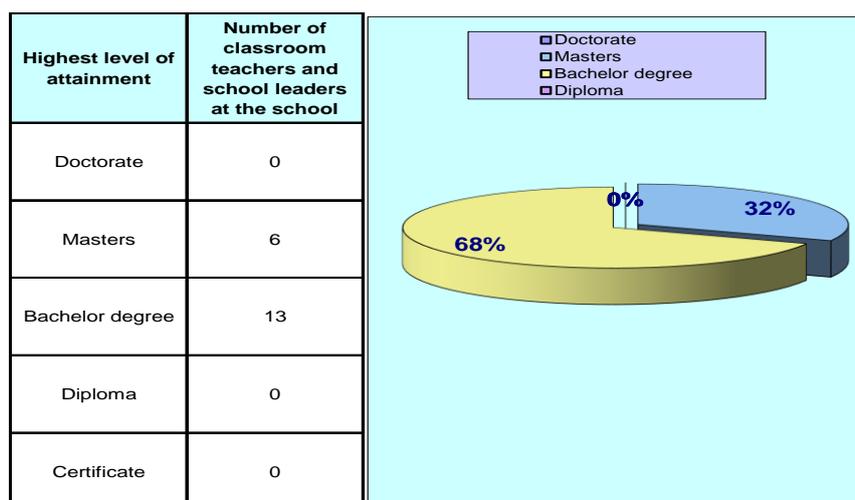
Solar panels have been installed to assist in reduction of electricity consumption. Air conditioning is used in classrooms wisely however we do experience extreme weather conditions in the area. Water usage is monitored and electrical appliances are switched off when not in use.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$28,387	\$13,805	\$10,458	\$2,260	\$1,382	\$0	\$482	71,447	403	0
2009	\$23,294	\$9,992	\$0	\$0	\$1,214	\$0	\$12,088	9,992	626	0
% change 2009 - 2010	22%	38%	N/A	N/A	14%	N/A	-96%	615%	-36%	N/A

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	19	22	0
Full-time equivalents	17	15	0

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$17425.

The major professional development initiatives are as follows:

- Spectronics conference
- ASEAQ Leadership conference
- PODD workshop
- Workplace hygiene course
- ABA workshop
- Cert 4 training in assessment
- Autism workshop
- Food safety course
- Oneschool training
- Annual certification CPR
- Fire safety training
- Visionary leadership conference
- Let's get visual workshop
- Pyramid education basic course
- PBS workshop
- HPE conference
- Workplace Health and Safety coordinator training
- SECC conference
- QTU Administrators conference
- Fierce conversations
- First aide training
- Edible landscapes
- School's officer workshop
- School based PD each Tuesday afternoon

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 82% were retained by the school for the entire 2010 school year.

Performance of our students

Respect Independence Communication High self esteem

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 89%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Na	Na	Na									

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents contact the school when a student is absent and are encouraged to identify the reason.

Staff meet the students at the front gate of the school and absence is monitored when buses arrive.

If a student is absent more than a couple of days, staff call the parents

Rolls are marked in the classrooms daily according to the policy and absenteeism is monitored

Long absences and poor attendance are addressed through the admin an according to policy.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.

Performance of our students

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Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government

Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

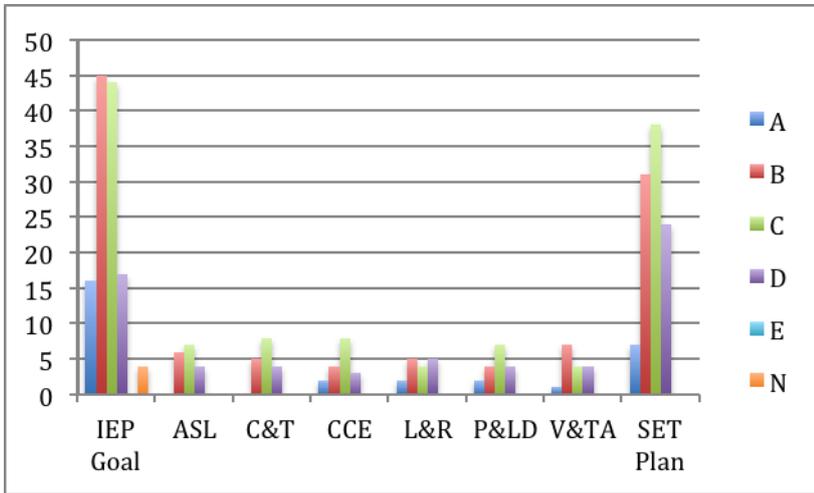
If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

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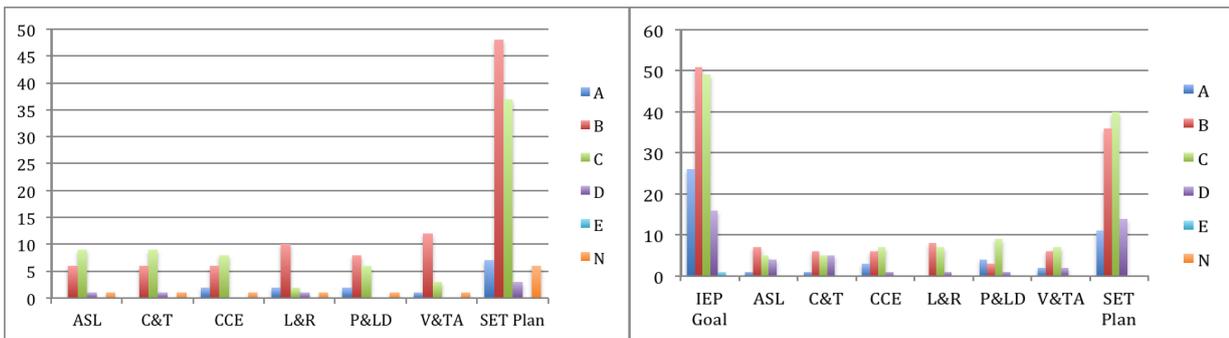
Curriculum Priority goals and Senior: Curriculum and SET Plan results 2010.

Semester 1: 43 – Junior and Intermediate students 17 – Senior students

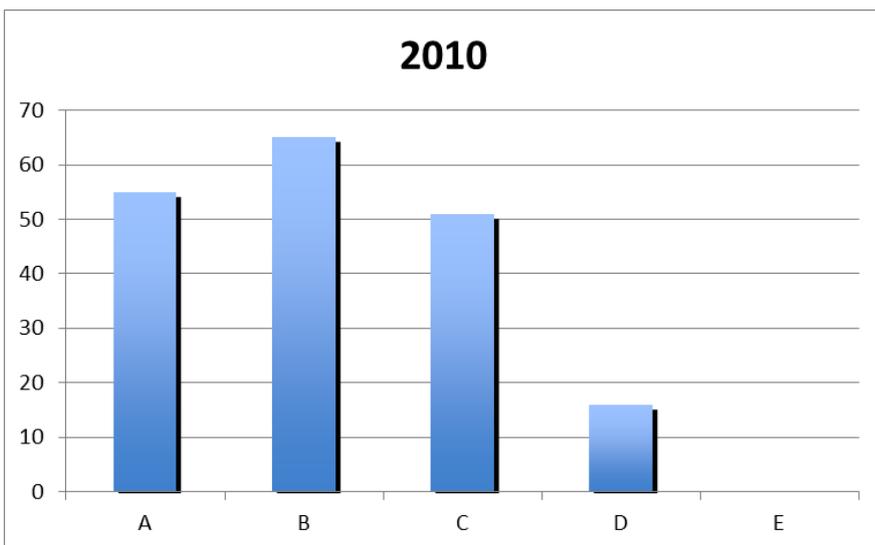


Semester 2: 17 Senior Students

43 – Junior and Intermediate students

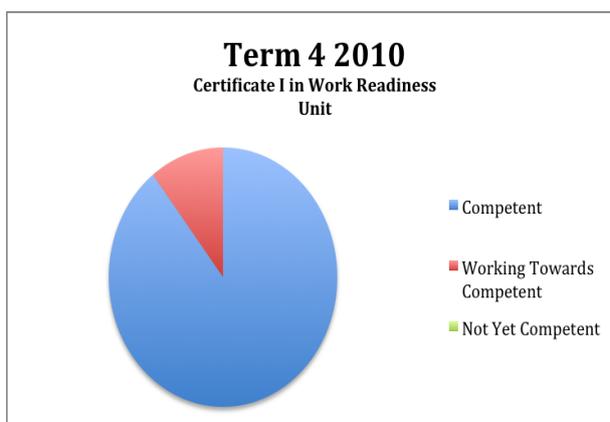
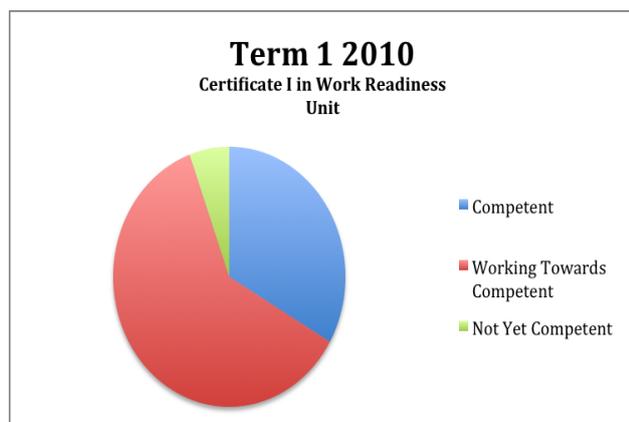


Assessment Tasks Results- Junior and Intermediate KLA Integrated Units of Work



Performance of our students

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Achievement – Closing the Gap

The attendance rates of students: non-indigenous students: 89.6%, indigenous students: 87.1%. The attainment rates were comparable for both cohorts.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Not available

Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	5
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	5
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	0
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0

Performance of our students

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Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	na

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	0	0	0

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
0	0	0
Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.		

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.
Early leavers information
The majority of students complete 24 semesters of schooling. If a student is disengaged from learning we try to arrange alternative placements through employment agencies e.g. Get Set for Work or we look at TAFE options.