

Claremont Special School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 495 Booval 4304
Phone	(07) 3813 5333
Fax	(07) 3813 5300
Email	the.principal@claremonspecs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Patricia Thiedeman

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 progress and achievements accomplished during 2013 towards improving the teaching and learning outcomes of all 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 respect, independence, communication and the development of high 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 seek to provide a diverse, appropriate and stimulating curriculum which enhances creativity and personal growth and encompasses key learning areas from the Australian Curriculum. 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.

School progress towards its goals in 2013

Student learning and improved learning outcomes drives the strategic direction and curriculum focus of the school community. Key achievements of 2013 included:

- School Chaplain was appointed to the school 2 days per week
- Homework policy developed with parents and staff
- Volunteer policy developed
- Admin and P and C attended PACE Framework PD with Dr George Ottero
- Community Benefit Fund application received to assist with purchase of bus
- Breakfast Club implemented with parent support and funded through YMCA
- Stephanie Alexander Kitchen Garden Program commenced with training of staff and garden preparation
- Active After Schools Program implemented 2 afternoons per week
- Removal of back houses was completed and replaced with purpose built facilities

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- Students in middle and senior school attended camp
- Staff attended whole school conference with Ipswich and Ipswich West Special schools
- Teacher received State NEITA Award
- Facility upgrade including classrooms, kitchen, art room, sensory room, laundry, shed

Curriculum and pedagogy

- Australian Curriculum Implementation in English, Maths Science, and History. Units of work delivered on Oneschool by all teachers
- Improved Data collection tools formalised across sectors and recorded on Oneschool
- Communication framework for non-verbal and students requiring augmentative strategies and resources developed and delivered to staff
- Commenced development of Pedagogical Framework
- Feedback tools and protocols were unpacked with teachers
- Personal Development program inclusive of Daniel Morcombe Curriculum reviewed and developed across Ipswich Special Schools
- SWPBS embedded across school including school visuals, explicit teaching, lesson development, rewards
- The Developing Performance Framework was implemented across staff.
- Implementation of Certificate 11 in Horticulture and Sport and Recreation working in partnership with MSTU and Bundamba TAFE
- Ongoing partnership with Palmville Group Homes to support the implementation of Certificate 11 in Active Volunteering
- Implementation of the ILP with a focus on literacy and/or communication and numeracy and identification of achievement standards across English, Math, History and Science
- Development of a whole school Professional Learning Plan
- Enhanced staff skills in differentiation, moderation, learning styles, ID, PBS
- Enhanced staff skills in literacy teaching through FOUR BLOCKS, Reading Our Way
- Continued implementation of feedback processes to inform improved pedagogy and teacher professional learning.

Future outlook

OUR KEY STRATEGIC DIRECTIONS FOR 2014

During 2014 the school will focus on:

- Curriculum- continue to implement and embed the Australian Curriculum in English, Math, Science, and History
- Pedagogy- embed Pedagogical Framework
- Develop Parent and Community Engagement framework
- Implementation of National Professional Standards
- Embedding teacher and student feedback processes
- Communication- implement research based pedagogy in augmentative communication for students who are non-verbal or who have poor receptive and expressive language skills.
- Continued implementation of School Wide Positive Behaviour Support across the school community
- Personal Development Program- alignment with Daniel Morcombe Curriculum and Family

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Planning Queensland across all sectors of the school

- Embedding VET programs across the senior school including Certificate courses from MSTU including Agrifoods, Hospitality, Access to Pathways and from Volunteering Qld the certificate course in Active Volunteering.
- Facilities- new playground, continue to upgrade existing facilities, further develop Stephanie Alexander Kitchen/ Garden program.
- Implement staff wellbeing program.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Secondary Special

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	82	24	58	95%
2012	86	23	63	96%
2013	97	25	72	95%

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

Characteristics of the student body:

All students at Claremont Special School have a primary diagnosis in Intellectual Disability. Sixty-five per cent (65%) of the students have additional impairments including: autism spectrum disorder, physical, visual and/or hearing impairments. Ten per cent (10%) of students are indigenous. Seventy per cent (70%) of students are males. The school population is drawn from urban and rural communities and borders the proposed Ripley 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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	6	6	6
Year 4 – Year 7 Primary	8	8	7
Year 7 Secondary – Year 10	7	10	10
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	7	4
Long Suspensions - 6 to 20 days	2	0	2
Exclusions	0	0	2

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

- 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 ILPs, 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 junior, middle and senior sectors of learning, and utilisation of the Early Years Curriculum Framework, Australian Curriculum, Essential Learnings to inform the teaching, learning and assessment of the intended curriculum
- Strong communication focus with access to AAC strategies including iPads, PODD, PECS, Boardmaker, Writing with Symbols, VODs
- Enhanced student literacy opportunities with the implementation of the Four Blocks Way model across the school
- Enhanced communication teaching with a focus on intensive interactions and basic communication skills
- 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 semester
- Delivery of Certificate 1 in Work Readiness and Work Preparation, Certificate 11 Horticulture, Certificate 11 Active Volunteering, Certificate 11 Sport and Recreation. Senior school curriculum offerings incorporating the QCIA curriculum organisers, Blueprint for Career Development, TAFE access and work experience
- 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, ipads, access to the internet and classroom computers to improve student learning outcomes.

Extra curricula activities

Music

School Choir

STEPHANIE ALEXANDER KITCHEN GARDEN Program

Physical Education

Inter school sports and carnivals

Community based learning

Life skills

School camps

School captains and sport's captains

School hospitality and delivery of tuckshop

School formal and graduation ceremonies

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, ipads, iPods and PCs. Adaptive software including Proloquo2go, Boardmaker and Writing with Symbols, are used to support curriculum access. Teachers have engaged in Smart Board and iPad training to enhance their skills in the use of ICTs.

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

Special 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 SWPBS
- The school expectations
- 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
- The school chaplaincy program.

Our school at a glance

Parent, student and staff satisfaction with the school

The parents, staff and students at the school are satisfied they are receiving a good education supported by an engaging and challenging curriculum. The staff at the school engage within a professional learning community focussed on the improved student learning and teaching outcomes.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	96%	100%
their child is making good progress at this school* (S2004)	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	100%
student behaviour is well managed at this school* (S2012)	96%	100%
this school looks for ways to improve* (S2013)	96%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	86%
they feel safe at their school* (S2037)	100%	79%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	86%
they can talk to their teachers about their concerns* (S2042)	100%	93%
their school takes students' opinions seriously* (S2043)	100%	100%

Our school at a glance

student behaviour is well managed at their school* (S2044)	100%	93%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	93%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		91%
they receive useful feedback about their work at their school (S2071)		96%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		96%
student behaviour is well managed at their school (S2074)		85%
staff are well supported at their school (S2075)		91%
their school takes staff opinions seriously (S2076)		91%
their school looks for ways to improve (S2077)		98%
their school is well maintained (S2078)		94%
their school gives them opportunities to do interesting things (S2079)		98%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

- Active participation in the development of ILPs, SET Plans, 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, emails and fortnightly newsletter
- 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. Annual Implementation Plan, BER, QSR

Reducing the school's environmental footprint

Solar panels have been installed to assist in reduction of electricity consumption with additional panels installed in 2012. 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. Water tanks were installed for watering of the gardens.

Water tanks Were installed in 2012 to cut water usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	67,783	525
2011-2012	75,091	421
2012-2013	82,970	396

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

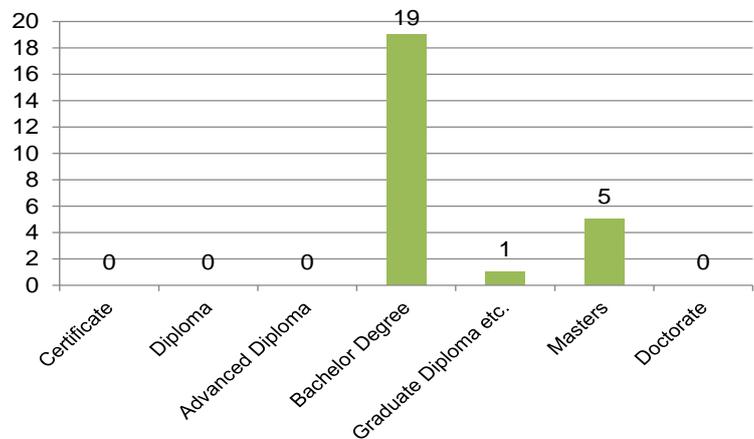
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	28	<5
Full-time equivalents	22	19	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.	1
Masters	5
Doctorate	0
Total	25



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 43230 .

The major professional development initiatives are as follows:

- Australian Curriculum, C2C, differentiation
- Fire safety training, Asbestos training
- Pyramid education basic course in PECS
- SECC
- QASEL conference
- Code of Conduct
- School based PD each Thursday afternoon with a focus on curriculum and pedagogy
- Moderation
- Differentiation
- Learning styles
- ID
- Explicit teaching

Our staff profile

- 8 key learning management questions
- Coaching
- Four Resource Model
- SMART Goals
- Intensive Interaction

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	92%
The overall attendance rate in 2013 for all Queensland state Special schools was 89%.			

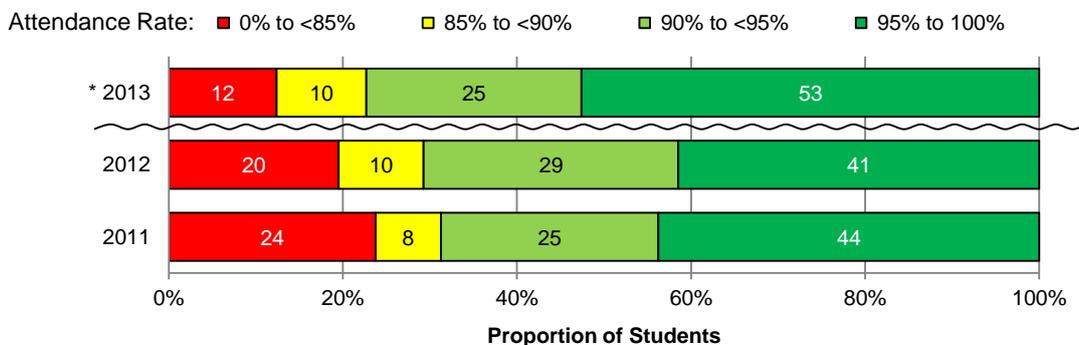
Student attendance rate for each year level (shown as a percentage) **NOT APPLICABLE**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011												
2012												
2013												

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

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

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

Performance of our students

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 My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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.

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.

Achievement – Closing the Gap

The attendance rates of students: non-indigenous students: 92.5%, indigenous students: 87.7%. The attainment rates were comparable for both cohorts.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	100%	100%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	6	10	5
Number of students awarded a Queensland Certificate Individual Achievement.	6	10	5
Number of students receiving an Overall Position (OP).	0	0	0

Performance of our students

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).	4	10	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	10	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	67%	100%	20%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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

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
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	0	0	0

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

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	4	0	0
2012	10	10	0
2013	1	1	0

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

Certificate Courses:

Certificate 1 Work Readiness

Certificate 1 Work Preparation

Certificate 11 Horticulture

Certificate 11 Active Volunteering

Certificate 11 Sport and Recreation

Performance of our students

Post-school destination information

Fewer than five responses to the 2014 *Next Step* survey were received from students at Claremont Special. Consequently, information on the post-school destinations of Year 12 completers from 2013 are not available for reasons of data confidentiality.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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.