



Claremont Special School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

School overview

Claremont State Special School is situated in Ipswich Queensland. The school plays an important role in the community by providing an educational program for students with special educational needs who require an individualised curriculum program differentiated to meet their specific learning and teaching needs.

The school caters for students 5 to 17 years of age who have an intellectual disability as the primary disability. In addition to this, the students may have additional disabilities including an Autistic Spectrum Disorder, a hearing impairment, a visual impairment and/or a physical impairment.

The core values of the school include respectful and caring relations between students, staff and parents; teamwork and supportive collegial relationships; inclusive teaching and learning practices; **RICH** learning environments; excellence in teaching, learning and high professional standards; and research, evidence based pedagogies and innovative programming.

Claremont State Special School community is committed to students being able to demonstrate: life skills, functional academics and socially acceptable behaviour in order to access the services and resources within the community and to pursue positive, successful life choices.

The school achieves its mission through a **RICH** environment which promotes Respect, Independence, Communication and High Self Esteem. We celebrate the achievement and personal growth of students, teachers and parents. We build and create job satisfaction and enjoyment through working productively, positively and responsibly as a team.

Claremont State Special School is a Positive Behaviour for Learning Support. School expectations include:

- I CAN LEARN
- I AM SAFE
- I AM RESPONSIBLE
- I AM RESPECTFUL

The school curriculum addresses the early, middle and senior phases of learning. The school curriculum is based on the Australian Curriculum across all learning areas and the extended General Capabilities. Student programs are enhanced by a music therapist, art therapist, HPE teacher, Speech Language Pathologist, Physiotherapist and Occupational Therapist.

The senior phase of learning involves students in the transition process to adult life and work. Teaching and learning focuses on literacy and numeracy skills, Certificate 1 in Access to Vocational Pathways, Agrifoods, Active Volunteering, and IDMT. ASDAN Certificates are provided to students to enhance their learning and transition to post school options. Students engage in internal and external work experience. Staff work with families and professionals to develop a Senior Education Transition Plan and PATH to cater for specific individualised learning goals or post school/career options for each student.

Students at Claremont participate in Community Access Programs to reinforce and generalise the explicit teaching of functional academics and life skills. Extracurricula programs include music therapy, drumming, sports, art, Stephanie Alexander Kitchen Garden program and interschool sporting activities. Community input and partnerships with local business and service organisations is valued, and an essential component of the Claremont State Special School Community.

Our school at a glance

School profile

Coeducational or single sex

Coeducational

Independent public school	No
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	143	132	150
Girls	33	32	44
Boys	110	100	106
Indigenous	14	11	14
Enrolment continuity (Feb. – Nov.)	97%	95%	98%

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](#) 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.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	6	6	6
Year 4 – Year 6	6	6	7
Year 7 – Year 10	8	7	7
Year 11 – Year 12	9	8	8

Note:

The [class size](#) 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.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is will be available on our school website in the near future.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	89%	95%	93%
• this is a good school (S2035)	89%	100%	93%
• their child likes being at this school* (S2001)	100%	100%	97%
• their child feels safe at this school* (S2002)	100%	100%	97%
• their child's learning needs are being met at this school* (S2003)	95%	100%	93%
• their child is making good progress at this school* (S2004)	89%	97%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	97%	96%
• teachers at this school motivate their child to learn* (S2007)	89%	97%	97%
• teachers at this school treat students fairly* (S2008)	100%	100%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	93%
• this school works with them to support their child's learning* (S2010)	89%	95%	93%
• this school takes parents' opinions seriously* (S2011)	83%	92%	90%
• student behaviour is well managed at this school* (S2012)	89%	95%	93%
• this school looks for ways to improve* (S2013)	84%	97%	93%
• this school is well maintained* (S2014)	89%	100%	97%

* 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 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			

Percentage of students who agree# that:	2017	2018	2019
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	95%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	95%	97%
• they receive useful feedback about their work at their school (S2071)	92%	97%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	88%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	95%	100%	100%
• student behaviour is well managed at their school (S2074)	92%	96%	97%
• staff are well supported at their school (S2075)	94%	96%	96%
• their school takes staff opinions seriously (S2076)	92%	96%	97%
• their school looks for ways to improve (S2077)	97%	99%	99%
• their school is well maintained (S2078)	98%	99%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	96%	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.

Parent and community engagement

- Active participation in the development of ICPs, 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, phone calls, class dojo, fortnightly newsletter and Facebook
- Term Celebration days to celebrate student achievements and view student work
- Annual events including: Book Week, Queensland Day, Sports day, Day for Daniel, NAIDOC Week, Sporting Carnivals, P&C events, Senior Formal, Christmas Concert
- P and C membership, fundraising and contribution to school resources
- Classroom volunteers and volunteers for swimming and sporting carnivals
- Contribution and consultation in school operations and strategic documents e.g. Annual Implementation Plan, I4S,
- Community engagement with work experience providers
- Networking with schools across the state to support capacity building

- Supporting teachers in training through partnership with UQ, USQ and Griffith universities
- Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	7	4	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	179,393	184,572	206,535
Water (kL)	420	583	1,474

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

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.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. 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.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	51	<5
Full-time equivalents	37	34	<5

*Teaching staff includes School Leaders.

** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

The major professional development initiatives are as follows:

- Australian Curriculum; General Capabilities
- Intensive Interaction
- Data analysis
- Literacy Intensive
- DPRP
- ICP

- PODD
- PATH
- FBA, Tier 1 and 2 PB4L
- BERRY Street
- Balanced Literacy
- RoleM Numeracy
- STEM
- Leadership training
- QASEL conference
- Fire safety training, Asbestos training, First Aid, CPR
- DET Mandatory training modules
- School based PD each Wednesday afternoon with a focus on curriculum and pedagogy
- AGOSCI
- ASDAN
- SAKG
- ROCC
- Coaching
- Moderation
- Explicit teaching
- Mentoring
- Differentiation
- Feedback processes

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	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Special schools was 86%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	88%	85%
Attendance rate for Indigenous** students at this school	88%	80%	79%

* 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	2017	2018	2019
Prep	85%	89%	81%
Year 1	95%	85%	84%
Year 2	87%	87%	84%
Year 3	89%	83%	81%
Year 4	93%	84%	76%
Year 5	89%	88%	85%
Year 6	95%	88%	88%

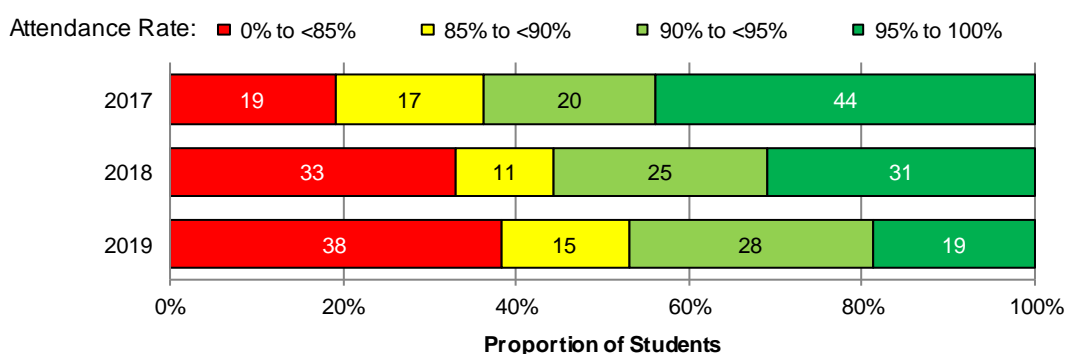
Year level	2017	2018	2019
Year 7	88%	90%	87%
Year 8	92%	86%	89%
Year 9	93%	91%	82%
Year 10	93%	87%	88%
Year 11	90%	90%	88%
Year 12	92%	91%	90%

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.

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](#); and [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 on absentee line. If a student is not present and the reason is unexplained, the parent is sent a text message asking them to please explain. Follow up occurs and is recorded. Staff meet the students at the front gate of the school and absence is monitored when buses/cars arrive. Rolls are marked in the classrooms 2 x daily according to the policy and absenteeism is monitored.

Long absences and poor attendance is addressed through the admin according to policy. Parents are provided with information regarding Every Day Counts, reminders in the school newsletter and personal calls are made to parents offering support for students who are difficult to get to school.

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](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	23	11	9
Number of students awarded a QCIA	23	11	9
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%		
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		
Number of students awarded one or more VET qualifications (including SbAT)	13	8	4
Number of students awarded a VET Certificate II or above	5	6	2
Number of students who were completing/continuing a SbAT	11	6	2
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 SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	57%	73%	44%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 05 February 2020
 - 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)

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	11	8	4
Certificate II	5	6	2
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

VET Courses:

Certificate 1 Access to Vocational Pathways

Certificate 1 Active Volunteering

Certificate 1 IDMT

Certificate 11 Sport and Recreation

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	156%	108%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			50%

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](#) 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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://claremontspecs.eq.edu.au>.