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 2011 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 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 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 2011

Student learning and improved learning outcomes drives the strategic direction and curriculum focus of the school community. Key achievements of 2011 include:

- Strategic Plan 2012-2015 and school improvement agenda was completed through a collaborative, consultative community process

- The Teaching and Learning Audit 2011 results included:
Curriculum

- Exploration of the Australian Curriculum in English, Maths and Science
- Implementation of SWPBS across school as strategic framework for management of behaviour, developing staff skills in PBS and classroom management, and providing safe, supportive environment.
- Increased VET/senior school program offerings increasing TAFE access, external/internal work experience opportunities and partnerships with local businesses, services providers.
- Development of Certificate 11 in Horticulture in partnership with MSTU and Bundamba TAFE.
- Development of whole school Personal Development Program in conjunction with Family Planning Australia
- Increased partnerships with local business, service organisations, industry to enhance school sponsorship, donations, senior school program development, and community involvement.

Pedagogy:

- Improved teacher understanding, documentation and analysis of achievement data to target improvements in learning and teaching.
Implementation of Developing Performance Framework across all staff to align targeted PD with school improvement strategy

Enhanced staff skills in PBS strategies, including ESCM, FBA.

Provide PD in Australian curriculum, ICTs, literacy and numeracy, communication (AAC) to improve student outcomes.

Implement DPF across all employees. Align teacher documents with PST and school improvement priorities in curriculum and pedagogy.

Provide PD in New Code of Conduct and Student Protection.

Developed teacher leaders and provide opportunities for leadership and capability development e.g. coaching in literacy, profiling ESCM,

Develop annual School Professional Learning Plan to identify targeted professional development across individuals, sectors and teaching teams including teacher aides.

Develop ICT skills in teacher aides in particular IWBs.

Infrastructure:

Continued facility upgrade to cater for growth, age of facility, program provisions.

Reduction of school’s environmental footprint through development of environmental sustainability plan including recycling, water tanks, horticulture program, and waste management strategies.

Future outlook

Our Key Strategic Directions for 2012 will focus on:

- Curriculum- implementation of the Australian National Curriculum in English, Math and Science
- Pedagogy- strategies to improve literacy and numeracy teaching
- Communication- to improve augmentative communication skills for students who are non-verbal or who have poor receptive and expressive communication skills.
- Embedding School Wide Positive Behaviour Support across the school community
- Implementation of the Personal Development Program- Family Planning
- Implementation of a Horticulture Program in the senior school
- Improve ICTs, and augmentative communication skills with the introduction of iPads.
- Improving data analysis strategies
- Investigating feedback processes and frameworks to inform improved pedagogy and teacher professional learning.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Claremont Special School (3066)

School Profile

Coeducational or single sex: Coeducational

Year levels offered: P-12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>24</td>
<td>58</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

All students at Claremont Special School have a primary diagnosis in Intellectual Impairment. Thirty nine per cent (39%) 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 one per cent (71%) of students are males.

The school population is drawn from urban and rural communities and borders the proposed Ripple 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 2011:

Classes in our school are non-graded to provide program flexibility for students of similar ability, educational needs, and age. Class size 6 to 8 students.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>7</td>
</tr>
<tr>
<td>All Classes</td>
<td>7</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

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 ISPs, 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, Australian Curriculum, 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 iPads, 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.


- 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

- Physical education programs

- Community based learning programs
Our school at a glance

### 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
- 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 2011)**

- # 93.8% of our parents are happy with the encouragement that the school gives to their child.
- # 96.9% of parents are satisfied with the quality of teaching their child receives.
- # 93.8% of our parents are satisfied that their child is happy to go to this school.
- # 96.6% of our parents are satisfied that their child is safe at this school.
- # 92.3% of students believe they are safe at school
- # 90.7% of our parents are satisfied that their child is treated fairly at this school.
- # 90.3% of our parents are satisfied with the student discipline in the school.
- # 87.5% of our parents are satisfied with the behaviour of students at this school.
- # 96.9% of our parents are happy with the interest that the teacher(s) take in your child.
- # 86.3% of staff believe they are treated with respect
- # 90.6% of parents report that school staff are approachable when you want to talk about your child.

### 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. 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.
Our school at a glance

Parent, student and teacher 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.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

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 ISPs, 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. Implementation Plan, BER, QSR
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Solar panels have been installed to assist in reduction of electricity consumption with additional panels to be 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 will be installed in 2012 to cut water usage.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (Kw H)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>67,783</td>
<td>525</td>
</tr>
<tr>
<td>2010</td>
<td>71,447</td>
<td>403</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-5%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>21</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>15</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $30000.

The major professional development initiatives are as follows:

- Autism facilitator workshop
- Onschool training
- Annual certification CPR and First Aid
- Horticulture Cert 11
- VET workshop
Our staff profile

- Cert 11 Active Volunteering
- Australian Curriculum
- Fire safety training
- Pyramid education basic course in PECS
- Profiler workshop ECSM
- SECC conference
- ASEAO conference
- School based PD each Tuesday afternoon with a focus on curriculum and pedagogy
- Coaching

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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' textbox.

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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.
The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
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<td></td>
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<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 according to policy.

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/](http://www.myschool.edu.au/).
Performance of our students

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" textbox.

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: 88.9%, indigenous students: 90.7%. The attainment rates were comparable for both cohorts.
### Performance of our students

#### Apparent retention rates Year 10 to Year 12.

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

| Year 12 student enrolment as a percentage of the Year 10 student cohort. | Not available |

#### Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>6</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>6</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>4</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>NA</td>
</tr>
<tr>
<td>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.</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Band</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>0</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>0</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>0</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>0</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Vocational Educational Training qualification (VET)

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

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II</td>
<td>0</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>0</td>
</tr>
</tbody>
</table>

Certificate I: Work Readiness
Performance of our students

**Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step—Student Destination Report 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 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.