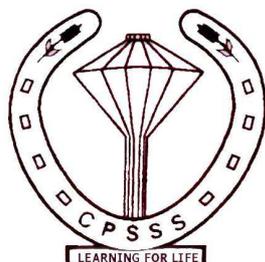


Clifford Park Special School

Queensland State School Reporting

2014 School Annual Report



Postal address	Rob Street Toowoomba 4350
Phone	(07) 4614 5333
Fax	(07) 4633 4726
Email	the.principal@clifparkspeccs.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	Andrew Hawke (Principal)

Principal's foreword

Introduction

This 2014 School Annual Report documents:

- The progress made in 2014 towards achieving our Key Improvement Priorities
- Future Key Improvement Priorities for 2015
- Our School Student Profile
- Curriculum Offerings
- Social Climate
- Parent, Student and Staff Satisfaction
- Parent Involvement
- Our Environmental Footprint
- Our Staff Profile
- Performance of our Students

School progress towards its goals in 2014

AIP Priorities 2014	Progress
<ul style="list-style-type: none"> • Imbed school-wide procedures for teaching the Australian Curriculum. 	<ul style="list-style-type: none"> • Completed – Australian Curriculum planning Flowcharts developed and implemented for all learning cohorts – Cohort Leaders provide feedback to teachers.
<ul style="list-style-type: none"> • Imbed school-wide procedures for the teaching of reading or the teaching of the literacy. 	<ul style="list-style-type: none"> • Completed – Reading or Literacy Cycle Flowcharts developed and implemented for all learning cohorts –Cohort Leaders provide feedback to teachers.
<ul style="list-style-type: none"> • Train key staff in the YuMi Deadly Mathematics Program. 	<ul style="list-style-type: none"> • Partially completed – Training of key staff continuing in 2015 – Teaching and assessment processes being implemented in 2015
<ul style="list-style-type: none"> • Join the School Wide Positive Behaviour Support Program and participate in the Tier 1 training year. 	<ul style="list-style-type: none"> • Partially completed – Training completed in 2014 – Tier 1 implementation processes partially completed and continuing in 2015

Future outlook

2015 AIP Priorities

- Teachers write and teach Individual Curriculum Plans (ICPs) for all students on One School
- Implement the new approach to Senior Secondary Curriculum at Clifford Park aligned to the QCAA Guide to Individual Learning
- Teachers in Junior Secondary and Senior Secondary Teams implement Maths programs using the YuMi Deadly Mathematics Program.
- Continue to implement the Positive Behaviour for Learning Program and imbed positive behaviour systems at the Clifford Park Campus.
- Peer Coaches provide feedback to classroom teachers about their pedagogy when teaching literacy and/or numeracy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	103	36	67	92%
2013	100	30	70	92%
2014	106	37	69	95%

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

Characteristics of the student body:

Clifford Park Special School is a co-educational State Senior Special School. It has two campuses, one at 19 Rob Street Toowoomba and the second at 58 Ramsay Street Toowoomba. The Rob Street Campus provides programs for young people with disabilities between the ages of 12 and 18. Our Student population is diverse with all students having an Intellectual disability which can vary across our student population from mild Intellectual disability to profound Intellectual Disability. Approximately 40% of the student population have a second or multiple disability such as Autistic Spectrum Disorder, Physical Impairment, Hearing Impairment and Visual Impairment. Some students also have a mental health diagnosis and behavioural difficulties. Students at the school require high levels of support with their educational programs. Just over 10 % of our students are in the Care of the State and approximately 10% are Indigenous. Some of our students require complex case management. The school works closely with Disability Services, Child Safety, Child Youth Mental Health Services and the Evolve Team to cater for their complex educational and personal requirements. Most students live in the Toowoomba metropolitan area but others travel daily to school from as far as Gatton in the east, Goombungee in the north, Oakey in the west and Pittsworth in the south.

The Denise Kable Campus (DKC) houses the Denise Kable Special Education Program (SEP), the school-wide Behaviour Coach Team (BCT) and the Positive Learning Centre (PLC). Although there are three distinct programs at the Denise Kable Campus, the staff work as one integrated team with the Head of Special Education Services leading the team. The SEP provides short term courses and residential programs to students with disabilities from state primary and secondary schools across southwest Queensland. The BCT supports state schools by providing proactive support to students and teachers in schools. The PLC provides a part time alternative placement for students who are currently exhibiting complex and challenging behaviours and are finding it difficult to attend their regular schools on a full time basis.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	6	6	6
Year 11 – Year 12	6	6	6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	6	28
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- All teachers write a Term Unit set in a Learning Area from the Australian Curriculum
- These Units are integrated and contain core content from the English Learning Area (Foundation to Year 2) or from the Literacy General Capabilities (Levels 1a to 1d). A different Learning Area other than English is selected each term to provide the Learning Area Context for each Term Unit.
- Classroom teachers are also required to write a Term Reading Cycle or a Term Literacy Cycle designed to outline the Reading or Literacy emphases that will be the class focus for teaching and learning during the term.
- Our School Literacy Plan is based on First Steps in Reading and Pearson's Gradual Release of Responsibility.
- School Leadership Team have developed Flowcharts which describe agreed school planning and teaching processes for Term Units and Reading /Literacy Cycles for the 3 learning cohorts in the schools

Extra curricula activities

Students are able to engage in a number of extra curricula activities including:

- hydrotherapy for students with multiple impairments (the school hydrotherapy pool opened late in 2012);
- music therapy, delivered by a qualified music therapist for students in the Interactions Team;
- swimming program for students in the junior program;
- horse riding; and
- Recreational electives including music, dance and drama, art, cooking, computer, choir, and sporting activities.

How Information and Communication Technologies are used to assist learning

The National Secondary School Computer Fund has been used strategically over the last few years to significantly enhance and update digital technology available to support student learning. The following Information and Communication Technology is at the school:

- At least one Desk Top Computer in each of our 23 classrooms
- A small computer laboratory with 8 networked desktop computers enabling a class of students to engage with digital learning activities at the same time.
- Four class sets of Laptops enabling four classes of six students to access laptops (i.e. a total of 24 laptops)
- Forty iPads are available for use by students with priority access given to students with limited verbal and communication skills.
- All classrooms are connected to the school network with wireless connection also available in all teaching blocks.
- Fifteen of our 23 classrooms are fitted with Interactive Projectors.

Social Climate

The Responsible Behaviour Plan for Students continues to be instrumental in defining the social climate for Clifford Park Special School. Our school engagement with Tier 1 of the Positive Behaviour for Learning Program in 2014 has resulted in us reviewing and enhancing the positive behaviour support systems operating at the school. Our emphasis on Positive Behaviour Support (PBS) means there is a school wide focus on proactive strategies to deal with Contextually Inappropriate Behaviour. Positive Behaviour Support focuses mainly on implementing ecological strategies, using reinforcers to reward appropriate and positive behaviours, and individual strategies to decrease the incidences of difficult behaviours occurring. Our Responsible Behaviour Plan for Students also outlines the school's response to Bullying behaviour. Strategies are outlined for the bully, the victim and the bystander. Students with mental health difficulties are highly supported within our school, by individual and specialised services when appropriate. Our social climate is influenced by our overall school vision and a strong belief that all students can learn and should have equitable access to educational services.

This positive social climate is reflected in the 2014 School Opinion Survey where 100% of parents surveyed felt that their child felt safe at school, was treated fairly at school and that behaviour is well managed at school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	96%	92%
this is a good school (S2035)	91%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	96%	96%	100%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	95%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	96%	92%
this school takes parents' opinions seriously* (S2011)	96%	96%	100%
student behaviour is well managed at this school* (S2012)	95%	96%	100%
this school looks for ways to improve* (S2013)	100%	96%	92%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	93%	
they like being at their school* (S2036)	100%	93%	
they feel safe at their school* (S2037)	91%	87%	
their teachers motivate them to learn* (S2038)	100%	100%	

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	91%	100%	
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	
teachers treat students fairly at their school* (S2041)	91%	100%	
they can talk to their teachers about their concerns* (S2042)	100%	93%	
their school takes students' opinions seriously* (S2043)	91%	100%	
student behaviour is well managed at their school* (S2044)	100%	92%	
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%	100%	

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	100%
they feel that their school is a safe place in which to work (S2070)		89%	80%
they receive useful feedback about their work at their school (S2071)		98%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	95%
student behaviour is well managed at their school (S2074)		89%	85%
staff are well supported at their school (S2075)		93%	90%
their school takes staff opinions seriously (S2076)		87%	85%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		98%	90%
their school gives them opportunities to do interesting things (S2079)		93%	95%

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

'Agree' represents the 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 have the opportunity to attend an Information Evening and to meet their child's teacher during Term 1 of each year. Parent/Teacher meetings occur in Term 1 and Term 3 giving parents the opportunity to have input into their child's Individual Support Plan and Learning Expectations and to discuss their child's progress at school. Parents of students in the Senior Secondary Phase of schooling have the opportunity to participate annually in a PATH Plan Meeting with their child. A parent support group is in place with a focus on supporting parent of students in their last year of schooling making the transition to post school options.

The school has a small but very active P&C Association

Reducing the school's environmental footprint

Effective and improved management of the school swimming pool has resulted in reduced annual water consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	164,065	1,150
2012-2013	236,495	808
2013-2014	217,725	233

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

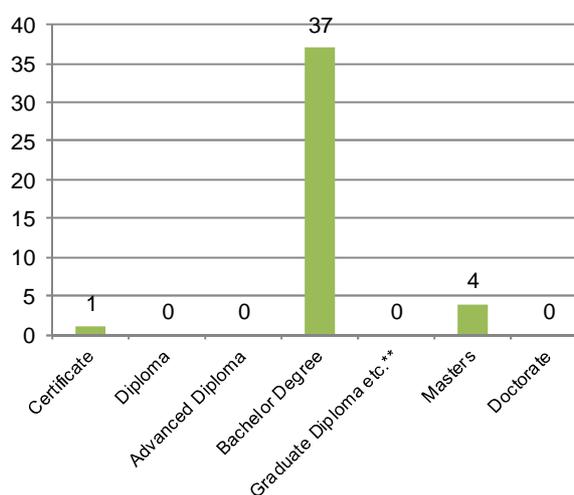
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	49	<5
Full-time equivalents	35	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	42



*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 2014 were \$ 69,294

The major professional development initiatives are as follows:

- Development of literacy and reading programs, including Reading Your Way, Multilit, Picture Exchange
- Communication System and Intensive Interaction
- Curriculum Development – The Australian Curriculum
- Coaching and Feedback
- Update CPR ,First Aide and Austwim qualifications
- Positive Behaviour for Learning
- YuMi Deadly Maths

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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

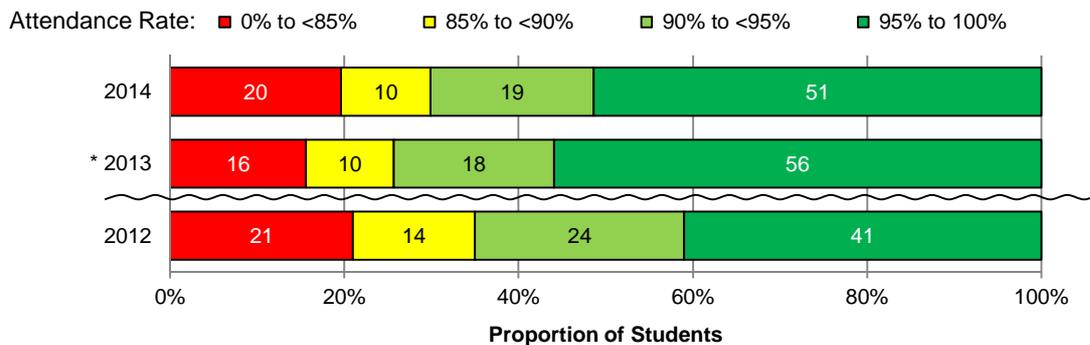
Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	91%	90%

The overall attendance rate in 2014 for all Queensland Special schools was 89%.

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 after 2012 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 DETE 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. Every teacher at Clifford Park Special School is expected to correctly fill in the manual roll twice daily. All teachers refer to the Absence Codes when marking class rolls and are also expected to fill in the reason for absence by using the Absence Reason Codes. Teachers enter absence data daily and administration enters data onto the OneSchool system weekly.

Achievement – Closing the Gap

Attendance rates for Indigenous Students remained higher in 2014 than attendance rates for non-indigenous students.

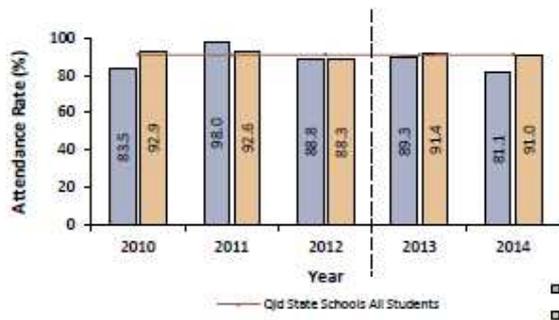
Closing the Gap Report

Full and Part-Time Enrolments August 2014

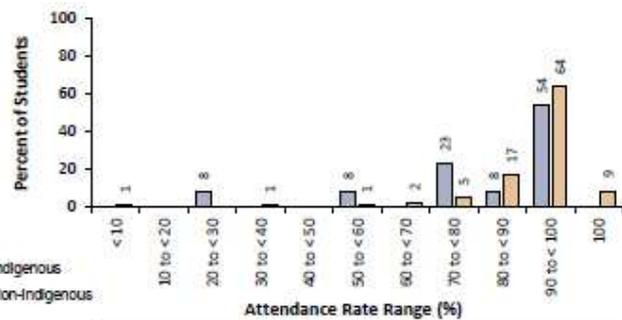
Indigenous Status	Year Levels in the School													Spec	Total			
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11			12		
Indigenous																	13	13
Non-Indigenous																	96	96
Unknown																		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	109	109

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students



Proportion of Students by Attendance Range
Semester 1, 2014 - Indigenous & Non-Indigenous Students



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

% of All Student Attendance < 85%	19.8
% of Indigenous Student Attendance < 85%	46.2

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	18	19	7
Number of students awarded a Queensland Certificate of Individual Achievement.	18	19	26
Number of students receiving an Overall Position (OP)	0	0	0
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).	1	5	7
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
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.	6%	26%	27%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	1	0	0
2013	5	0	0
2014	7	0	0

As at 19 February 2015. The above values exclude VISA students.

Seven students received a Certificate 1 or 2 in Automotive from SQIT

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.