

# Clifford Park Special School (3087)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Clifford Park Special School experienced a very productive year in 2012 particularly in the areas of curriculum improvement. The school made great gains in developing knowledge around the implementation of the Australian Curriculum, using funds for professional development to support teacher knowledge, monitoring of staff development and performance through Developing Performance Plans, as well as improvement of facilities for student engagement in specialised programs. Our continued quest for improvement was reflected in our Teaching and Learning Audit which showed areas of excellence and growth. The following report outlines our school progress in achieving its goals for 2012, the school's future outlook for 2013, aspects of the specialised nature of our curriculum, our relationship with families, a profile of our staff members and some student achievement data appropriate for young people with disabilities.

### School progress towards its goals in 2012

The school improvement priorities for 2012 included:

- Implementation of the Australian Curriculum in the Junior and Senior Teams, with the Interactions Team studying and engaging in the Progressing to Foundation draft documents;
- Employment of appropriate data collection methodologies to track student achievement;
- Instigation of literacy blocks for students in the junior and senior teams, incorporating strategies investigated in First Steps Reading and/or First Steps Speaking and Listening; and
- Feedback systems to be implemented for all staff members, to improve learning outcomes for students.

In 2012 the implementation of the Australian Curriculum continued to be the fundamental priority at Clifford Park. In 2011 the school Head of Curriculum had developed planning sheets with identified content from the Australian Curriculum. The planning sheets were implemented during 2012. Teachers in the Junior Team drew on the Learning Areas of English, Mathematics, Science and History. The Senior Team continued to draw on content from the Essential Learnings, particularly from Health and Physical Education as well as identified content from English and Mathematics. Teachers began to write their unit plans on OneSchool under the Curriculum

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Planning tab.

During 2012 the Acting Head of Curriculum redeveloped our approach using the *Flowchart – Using the Australian Curriculum to meet the learning needs of all students*. A selection of core Content Descriptions were identified in English that developed skills in interacting with others, language development, and creating texts, both spoken and written. These English Content Descriptions were identified from F-3 Australian Curriculum. Learning contexts were identified at an age appropriate level.

The Interaction Team trialled the Student Diversity advice materials from the Australian Curriculum. Following the Flowchart developed by ACARA, they drew content from the additional levels of the General Capabilities – Literacy, and identified age-appropriate learning contexts from the F-10 learning areas. Information gained from the trials was fed back to ACARA to further shape Australian Curriculum documents for students with a disability.

All students at Clifford Park had a literacy goal for 2012 as part of their Individual Support Plan. Teaching was delivered through daily literacy blocks based on First Steps Reading and First Steps Speaking and Listening. 2012 saw the continuation of the quest for appropriate data collection tools for our students with disabilities. Data tools must reflect the individual nature of each cohort of learners at Clifford Park. A number of data tools became formal data collection tools. Assessment and explicit teaching of reading comprehension skills began through the delivery of CARS and STARS materials. Teachers also used Fry's Sight Words to teach sight words, as well as collecting data via the Fry's Sight Word Lists. Professional development in First Steps Speaking and Listening was delivered to staff. Some staff also received First Steps in Reading using the Gradual Release of Responsibility approach to teach reading.

The Clifford Park Special School 10 Day Reading Cycle was trialled with some teachers and their classes. Its full implementation is scheduled for 2013 and therefore requires great input of its viability with our students.

The CPSS Literacy Plan was presented to staff. This had been a culmination of professional conversations with SECC (Special Education Curriculum Cluster). Staff were asked to stay abreast of expectations through this document.

Feedback systems were enhanced during 2012. Every classroom teacher had a Developing Performance Plan and had regular professional conversations with their supervisor. Teacher aides also had conversations with their supervising classroom teacher and developed a Performance Plan.

### DENISE KABLE CAMPUS

Denise Kable Campus continued to successfully meet the district's needs by the management of three major agendas – delivery of the Positive Learning Centre (PLC) and Special Education Programs (SEP), and the coordination of the BST (Behaviour Support Team).

The key priorities for 2012 included:

1. Adopt C2C Multi-age units for English Mathematics History and Science in the PLC programs.
2. Develop a Whole-school Curriculum, Assessment and Reporting plan that includes an Assessment and Monitoring Framework.
3. Implement the Developing Performance Planning Process with all staff members.

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Multi-age units for P-2 for prep and lower groups, 3-4 for upper and 5-7 for high were used for the PLC groups. Units were then differentiated depending on individual students. Whenever possible PLC teachers liaised with the base school re matching units as much as was possible. During Semester One, the learning areas of English, Maths and History were covered, while in Semester Two, the focus was on English, Maths and Science. Teachers in the Positive Learning Centre collaboratively planned across all PLC groups. Individual staff attended professional development in learning areas. This information was shared with the teaching team through staff meetings.

The Curriculum, Assessment and Reporting plan continued to be refined during 2012. This was done through a collaborative process with all staff at Denise Kable Campus. Documents that were used to engage staff and offer refinement of the plan included the *Curriculum into the classroom (C2C)*, and *Whole school curriculum and assessment plan: Australia Curriculum P-10- Teaching and Learning Branch, Ed QLD*.

The Developing Performance Plans process was implemented with all staff members during 2012. Developing Performance tools and activities were used at staff meetings and student free days to engage in professional conversations. In addition all BSTs were given a substantial induction procedure at the beginning of the year. Senior teaching staff worked individually with teacher aides to mentor them through the process of improving their teaching experiences. Developing Performance Plans were strongly linked to professional development of all staff members. Flexible release time at the discretion of the Head of Special Education ensured access to professional development opportunities.

### Future outlook

The key improvements for 2013 for Clifford Park include:

1. Implementation of the Australian Curriculum for all learning cohorts at Clifford Park Special School.
2. Development of a Pedagogical Framework.
3. Imbedding of the Developing Performance Framework for all staff members.
4. Development of transitioning processes for students leaving Clifford Park State School for post school options and those transitioning to Clifford Park from year seven from feeder schools.

The School Improvement Priorities are supported by appropriate professional development of the school's workforce and documentation and accountability practices.

#### DENISE KABLE CAMPUS

The key improvements for 2013 for the Denise Kable Campus include:

1. Development of a Pedagogical Framework
2. Imbedding of the Developing Performance Framework for all staff members.
3. Development of a whole school Curriculum, Assessment and Report Plan.

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Secondary Special

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	92	32	60	99%
2011	94	31	63	97%
2012	103	36	67	92%

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. Student impairments and support needs are diverse with the student population having Intellectual Impairments ranging across all categories from mild Intellectual Impairment to profound Intellectual Impairment. Approximately 40% of the student population have a second or multiple impairments including 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), District Behaviour Support Team (BST) 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 BST supports state schools by providing proactive support to students and teachers in schools and via short term programs at the DKC. 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		
	2010	2011	2012
Prep – Year 3	0	0	0
Year 4 – Year 10			4-7
Year 11 – Year 12			4-7

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	16	14	11
Long Suspensions - 6 to 20 days	1	3	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Clifford Park Special School caters for a diverse range of learners. We organise students into three learning teams. Each learning team delivers programs differentiated to meet the specific learning needs of the students in each team. Teachers use specialised teaching strategies appropriate for the students in their learning team to maximise learning outcomes for individual students.

The three learning teams are:

1. The Interactions Team – For students with severe-profound intellectual impairments who may have additional multiple disorders. These students have severe communication impairments with many being early communicators. These students engage in the Australian Curriculum by using the General Capabilities and chronologically appropriate age contexts. Communication approaches such as Intensive Interaction, Picture Exchange Communication System and Information Communication Technologies such as Proloquo2Go are used extensively with this cohort of learners.
2. The Junior Team. For students ages 12-15 years with intellectual or multiple impairments who consistently engage with the F-10 Australian Curriculum, using Content Descriptions from earlier years and chronologically appropriate age contexts.
3. The Senior Team – For students aged 16-18 years with intellectual or multiple impairments who consistently engage with Essential learnings of the P-12 Curriculum Framework and chronologically appropriate age contexts. Senior students participated in a range of Links programs designed to prepare them for life post school. These links programs included work experience, vocational education training courses offered at TAFE and at school, Post School Sampling Program and volunteer and community access programs. The PATH (Planning Alternate Tomorrows with Hope) approach was implemented for every senior student in 2012 to identify a comprehensive student plan for transitioning to life after school.

Teachers and parents also identified skills individual students need to acquire in order to access the Curriculum. Teachers wrote Curriculum Access Goals (CAGs) and taught these skills explicitly, incorporating these individual activities into their class program and collecting data to improve outcomes. In addition teachers wrote a Curriculum Implementation Plan (CIP) that reflects all units and meaningful activities that individual students engage in. Together these two documents formed the Individual Student Plan which was documented on OneSchool.

In 2012 most students participated weekly in an element of our school Human Relationships Education Program. This program teaches skills and knowledges around areas such as relationships, sexual health, personal organisation, and promotes good mental health for young people with disabilities.

### 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 Interaction Team;

# Our school at a glance

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- 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.
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## How Information and Communication Technologies are used to assist learning

At the end of 2011 the school was able to purchase 20 iPads and 24 laptops for students through the NSCCF program. This program has been the basis of significant use of information and communication technologies at Clifford Park during 2012. A further 20 iPads were purchased later in the year. All devices were distributed to students and classrooms based on need. Most iPads were loaded with Prologue2go for students who are Early Communicators and require assistance to fulfil personal individual goals around literacy. Laptops were placed with individual students in classrooms and assisted with their engagement in curriculum activities.

A number of augmentative communication programs such as Board-maker, Writing with Symbols and Communicate With Print allowed students to be successful in using the computer to create and to respond to literacy activities. As well, computer programs are used to present information to different audiences. Students with severe communication deficits use computer software to enhance their understanding of language as well as to increase their ability to communicate.

At Clifford Park Special School there is a strong emphasis to use digital material such as video and photos to enhance student learning and for assessment procedures. In-school moderation processes rely heavily on teachers collecting evidence through digital processes to examine student work and make judgements about their authenticity and grading. Digital Portfolios are also used for teachers to record information about students. Because this information is stored in a common location, information can be accessed by all staff as students move through to Post School Services.

All classrooms are connected to the school Network and have at least one desktop computer per classroom connected to the Network. A small computer laboratory of eight networked computers is situated in the school library. In 2012 the school owned three Interactive Whiteboards with one being portable for general access. In addition eight classrooms had Multimedia Projectors installed during 2012 to enhance student engagement in curriculum.

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## Social climate

The Responsible Behaviour Plan for Students has continued to be instrumental in defining the social climate for Clifford Park Special 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 reinforces 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

## Our school at a glance

belief that all students can learn and should have equitable access to educational services. Behaviour incidences are recorded on OneSchool by all staff members.

This positive social climate is reflected in the School Opinion Survey where all parents surveyed felt that their child felt safe at school. Just over 95% of parents felt that their child was being treated fairly at school and that behaviour is well managed at school. Despite the diversity of students with a significant number displaying Contextually Inappropriate Behaviours, the school uses resources equitably, has consistent professional conversations about best management, and uses their significant knowledge about who the learners are, to make professional decisions regarding best practice. 100% of parents surveyed said that their child is happy to attend school. A significant change and improvement in the School Opinion Survey from 2011 to 2012 is in staff morale. This year's response was 98.8%, most likely a reflection of a positive school climate.

### Parent, student and staff satisfaction with the school

The 2012 parent opinion survey results indicated maintenance at a very high level for parent satisfaction with what the school has to offer. The results follow a positive trend over the past five years, with many areas in the 2012 survey surpassing previous responses. The Annual Operation Plan for 2012 put the target for 'percentage of parents/caregivers satisfied that their child is getting a good education at school' at 91percent. The results for 2012 were 95.7percent, the target well exceeded. The result for the statement 'this school looks for ways to improve' was agreed upon by 100percent of respondents. This result is pleasing for Clifford Park as their ethos is one of improvement. Overall there were nine performance measures that were agreed upon by 100percent of parent respondents. These included positive statements around students making progress, learning needs being met, teacher expectation of students, and good communication and support between parents and teachers.

The two performance measures and their results pertaining to the school workforce were well above the results attained in 2011. 98.8percent of staff responded agreed they have access to good quality professional development activities. 98.9percent of staff responded to statements around school morale favourably. Staff morale has risen at Clifford Park which is pleasing and gratifying. Personal competence is increased with good, authentic and appropriate professional development activities. In addition the building of strong professional relationships between all members of the school community is the keystone to building the morale of the school.

2012 is the first time students have been given the opportunity to respond to a number of performance measures. Like their parents 100percent of students responded positively to a number of statements including they like being at school, their behaviour is well managed at school, they are able to talk to teachers about their concerns, they receive appropriate feedback from teachers and overall receive a good education at school.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	95.7%
this is a good school	91.3%

## Our school at a glance

their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.7%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.5%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	95.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	95.7%
student behaviour is well managed at this school*	95.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	90.9%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	90.9%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	90.9%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

# Our school at a glance

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	95.8%
with the individual staff morale items	98.8%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

## Involving parents in their child's education

The school organised two formal opportunities during 2012 for parents to meet with teachers to discuss their child's progress at school. Parents received an informative document at the end of term one called Individual Support Plan, which described their child's individual goals as well as a description of all units and meaningful activities their child engaged in. Two written reports outlining their child's academic and personal outcomes was also provided to parents during the year.

All parents of senior students (aged between 16 and 18 years of age) were given the opportunity to be part of the 'PATH' process (Planning Alternate Tomorrows with Hope). These meetings with students, parents, teachers and any other stakeholders were very valuable with many parents providing positive feedback about the process. The PATH process provides the basis for planning for the final years of school. Many parents continued to ask teachers and school administrators for assistance in gaining more resources such as financial support, respite services and equipment for their child with a disability and their family. The school facilitates links between parents and government departments such as Disability Services, Carers Queensland and Centrelink, and community respite services. Many interagency meetings took place at the school in 2012. Mutual discussions between stakeholders led to increased cooperation around educational programs for our young people and support for their families, including the provision of Post School Services. During 2012 the school has continued to facilitate the provision of afterschool activities and vacation care program at the school in a partnership with a respite service provider, Breakaway Toowoomba Incorporated. This service continues to be widely used by parents/carers of young people with a disability.

Although a number of formal opportunities arose in 2012 for parents and carers to be involved in their child's education, most parents/carers are involved on a more regular basis with the school. Most students have a communication book that provides an excellent communication tool between the school and home. In 2012 some teachers and parents communicated via email. In addition the school welcomes parents, carers and the wider community to be part of daily activities.

## Reducing the school's environmental footprint

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

2011-2012 shows an increase in our environmental footprint. Despite the installation of two extra solar panels in 2012, our use of electricity is largely in excess of what solar can provide us. The installation of at least nine air conditioners would have increased electricity consumption, as would the general increase in the number of facilities, students, and staff numbers. The operation of the Hydrotherapy Pool has a large environmental footprint. Clifford Park is heavily reliant on electricity and water just by the nature of the diversity of students they support and the types of programs that are required. Although the school has a number of water tanks attached to buildings, the school is reliant on town water during dry periods.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	119,372	678
2010-2011	129,230	662
2011-2012	164,065	1,150

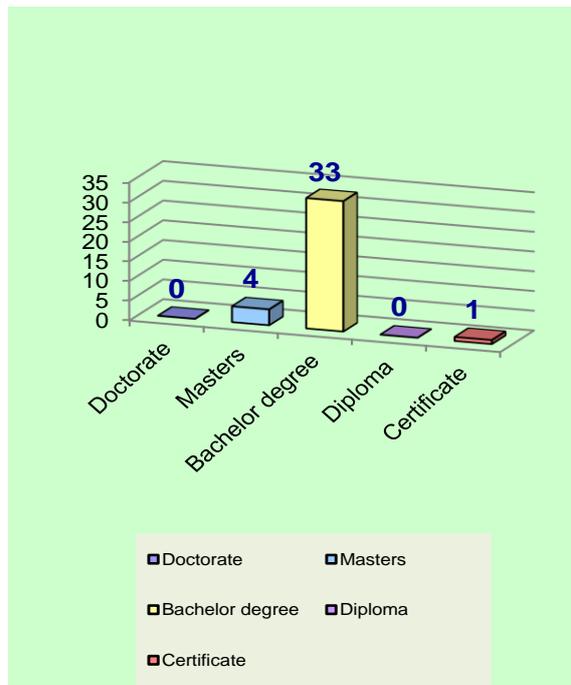
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	47	<5
Full-time equivalents	34.2	27.4	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	33
Diploma	0
Certificate	1



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$31366.66. This amount is inclusive of both campuses for teaching and leadership staff members.

The major professional development initiatives were as follows:

- First Steps Listening and Speaking
- First Steps Reading
- Picture Exchange Communication Systems Training and Pyramid –Teaching Critical Communication Skills
- Classroom Profiler Training
- Special Education Curriculum Cluster conference, writing workshops and moderation days
- School Wide Positive Behaviour Support seminars and meetings
- Coaching Course
- Intensive Interaction Training
- Functional Behaviour Assessment Training
- SWPBS Coaches Training
- CPR training and Advanced Resuscitation
- Australian Curriculum Information Sessions

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	95.5%	96.2%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94.7% of staff was retained by the school for the entire 2012 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**.

# Our staff profile

**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.

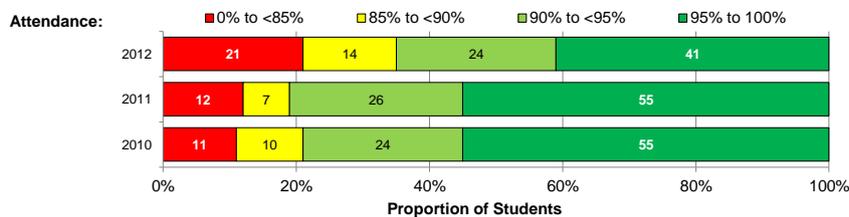
School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	88%
The overall attendance rate in 2012 for all Queensland state Special schools was 90%.			

## 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.

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.

Teachers at Clifford Park Special School often alert administration about students who have been absent for a time without a notified reason. Administration may also be alerted through the daily class rolls. Initially the teacher may make a phone call to the parent or the carer to find out reasons for extended absences. Teachers often have gained a rapport with the parents/carers of students in their class and have set up communication processes such as a daily communication book or email, to liaise with parents or carers. At most times, this initial contact is sufficient. In the very few instances where the teacher has had difficulty finding out reasons for absenteeism, the principal or the deputy principal will contact the family in the best way possible. This would take into consideration their preferred method of communication, literacy levels and who the best school person is to make contact. In the unusual event where prolonged non-attendance shows no notified reason, the Principal will send out a letter to the parent/caregiver outlining the processes that will occur if attendance is not improved.

An Absentee Line is available to parents/carers to further improve attendance management.

# Performance of our students

## Achievement – Closing the Gap

Closing the Gap funding was used primarily on increasing the literacy level of our Indigenous students. Retention and attendance is not an issue at Clifford Park as we have high rates of attendance and retention for our Indigenous students.

	<b>INITIATIVE</b>	<b>School Targets</b>	<b>Actual Outcomes Achieved</b>
<b>Literacy &amp; Numeracy</b> What Literacy and Numeracy strategies/initiatives were implemented	Implementation of the Australian Curriculum in all learning cohorts at Clifford Park  -English Content Descriptions and/or Literacy General Capabilities and chronologically appropriate age contexts	Every Indigenous student to have at least one literacy goal in their Individual Student Plan.  Indigenous students in the Symbolic, Emerging and Consolidating Cohorts engage in Literacy Content Descriptions and/or Literacy General Capabilities.  Teacher aides to assist in delivering the literacy focus for each student.	All students working towards achievement of their personal individual goal/s in the Individual Student Plan.  This may include increase of decoding skills for reading by using an appropriate system such as Reading Our Way; or learning to use an augmentative communication system such as Prologue2Go on an iPads.

### Apparent retention rates Year 10 to Year 12

2010      2011      2012

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

100%      100%

### Outcomes for our Year 12 cohorts

2010      2011      2012

Number of students receiving a Senior Statement.

11      12      18

Number of students awarded a Queensland Certificate Individual Achievement.

10      12      18

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).

0      0      1

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

# Performance of our students

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	N/A	N/A	N/A
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	0%	6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A	N/A	N/A

As at 2 May 2013. 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
2010	0	0	0
2011	0	0	0
2012	1	0	0

As at 2 May 2013. The above values exclude VISA students.

Some students attended Certificate 1 courses provided by TAFE. Student attendance at a Certificate 1 course is organised if students and their families have identified attendance as a goal through the PATH (Planning Alternate Tomorrows with Hope) process. Certificate 1 courses included Certificate 1 in Retail and Certificate 1 in Hospitality.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

There were no early leavers in 2012 at Clifford Park Special School.