

CABOOLTURE SPECIAL SCHOOL

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Principal's foreword

Introduction

During 2008, Caboolture State Special School's curriculum renewal had a strong focus on the embedding of ICT's to support Access, Engagement and Pathways. The introduction of Interactive Whiteboards and a continued expansion of the use of Augmentative Communication and Gaming Devices supported Literacy and Numeracy development. As part of the Special Education Cluster, Caboolture Special School participated in the REAL Project aimed at engagement for students in the Middle School. Staff and students were supported through Smart Moves and a Staff Health and Well Being Project. Indigenous Awareness has been raised and Indigenous Education has been supported through *Crossing Cultures* and the development of the *What Works Program*.

Future outlook

During 2009, the implementation of the school curriculum, aligning the Essential Learnings with Enacted Rich Tasks will continue. Support offered to teachers to gain ICT Pedagogical Licences and Certificates aims at staff sharing and modelling of practice. The Year of Creativity is the focal point of the enacted curriculum across the whole school community through the Enacted Rich Tasks culminating in the Art Extravaganza, Musica Viva and other creative pursuits. Future growth within the school is being addressed through the development and refurbishment of school facilities, focussing on student needs and sustainability.

Our school at a glance

School Profile

Total student enrolments for this school: 147

Year levels offered: Special

Coeducational

Curriculum offerings

Our whole School Curriculum Framework focuses on Access in the Early Years, Engagement in the Middle Years and Pathways in the Senior Years, with a consistent approach to literacy, high performance and high equity across all these phases of learning.

- QCAR Essential Learnings align with Enacted Rich Tasks
- VTE aligns with Enacted Rich Tasks in Suites 7-9 and Transition
- Life Pathways and Social Futures
- Active Citizenship
- Communication and New Technologies, Thinking Skills and Values
- Individual Education Plan Goals focus on providing access to the Curriculum

Extra curricula activities

- The alternative curriculum offerings within the school ensure all curricula activities are included in the main curriculum framework.

How computers are used to assist learning:

ICT is essential to the enactment of Caboolture Special School curriculum. Computers, Interactive Whiteboards, educational gaming technology and a range of Augmentative Communication Technology ensure access and engagement across all areas of the curriculum for student with a range of needs and abilities. Each of these is used in both group and individual programs to suit student abilities and learning styles.

Social climate

During 2008, the Responsible Behaviour Plan was revised to reflect the school focus on a safe, healthy and supportive environment for the whole school community. Positive and proactive support is promoted through the use of the Student Welfare Protocol, resulting Behaviour Management or Risk Management Plans and through the principles of Pathways to Peace. An important role in this is that of the school chaplain. Smart Moves for Students and the Staff Health and Well Being Project support healthy, active lifestyles across the school community.

Our school at a glance

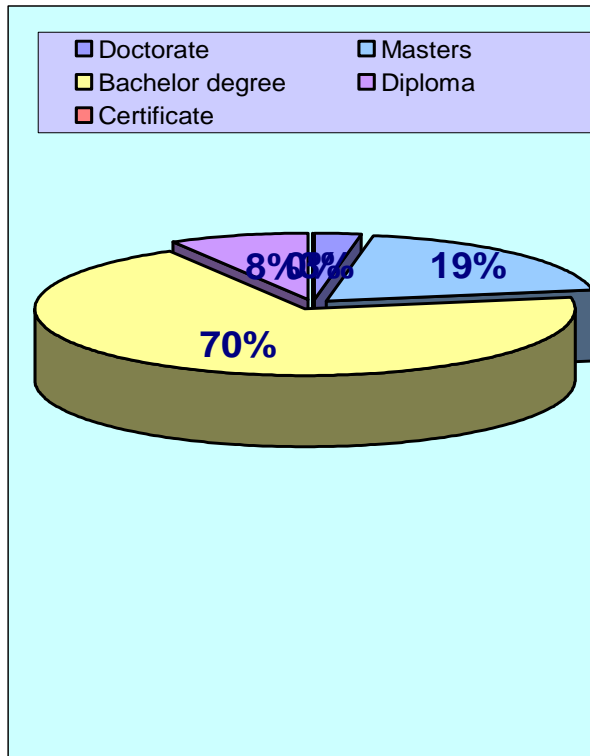
Involving parents in their child's education.

School Assemblies are held in alternate weeks for Suites 1-3/4-6 and Suites 7-9/Transition students to showcase and celebrate their achievements and to which parents and carers are invited. Monthly Newsletters provide up to date information on school events and achievements as does the School Sign. Daily communication occurs through Student Communication Books, Emails and telephone calls. Parents, carers and other relevant stakeholders are invited to contribute twice yearly to Individual Education Plans and Carers and Child Safety Officers contribute annually to Education Support Plans for students in care. The school Student Welfare Protocol is used collaboratively with parents, to assist in the development and implementation of Behaviour Management Plans and/or Risk Management Plans for those students with challenging behaviours or other serious concerns. Representatives of the P&C participate in decision making across a range of areas within the school community. Written reports are provided twice yearly to all parents on student progress but regular written or verbal contact is maintained with all parents on a range of other issues.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	25
Diploma	3
Certificate	



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$40693
- Major professional development initiatives are as follows:
 - Queensland Curriculum and Reporting Framework
 - ICT in line with the Smart Classrooms Professional Development Framework
 - Behaviour Management, specifically Team-Teach
 - Disability Specific pedagogical practices
 - Educational Leadership
- Within the Developing Performance Framework each staff member nominates individual professional needs to align with the Annual Operational Plan.
- The involvement of the teaching staff in professional development activities during 2008 was 86%

Our staff profile

Average staff attendance	
<ul style="list-style-type: none">○ For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.	
Proportion of staff retained from the previous school year.	
<ul style="list-style-type: none">○ From the end of the 2007 school year, 94 % of staff members were retained by the school for the entire 2008 school year.	

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 89 %.

Key outcomes

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	96 %
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Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	N/A
Number of students awarded a Queensland Certificate Individual Achievement (QCI)	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	N/A
Number of students awarded an International Baccalaureate Diploma (IBD).	N/A
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	3
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	N/A
Number of students receiving an Overall Position (OP).	N/A
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	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.	N/A
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	N/A

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 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.

Value added

Students are strongly encouraged and assisted in contributing to the community in any way they can through volunteer work in local organisations and support of charitable events. These include student and staff participation in the annual *Shave for a Cure*. Strong partnerships are maintained across the community with a range of education, work experience and service

Performance of our students

providers – the *Orange Project*. Alliances are maintained with government and other agencies and institutions to support students and staff holistically and professionally.

Parent, student and teacher satisfaction with the school

According to 2008 School Survey data, parents are satisfied that students are making progress and getting a good education at Caboolture Special School. They are very satisfied with the responsiveness of the staff, finding them approachable and believing that the school is a good school. Students are satisfied with the curriculum offerings and very satisfied with the learning climate and fairness with which they are treated. Overall, they believe the school to be a good school. Staff members agree with the operations, resourcing, relationships and their roles within the school, expressing satisfaction with school morale but are neutral about the physical work environment