Our school at a glance

<table>
<thead>
<tr>
<th>Postal address</th>
<th>PO Box 108 Morayfield 4506</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(07) 5431 4444</td>
</tr>
<tr>
<td>Fax</td>
<td>(07) 5431 4400</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:the.principal@cabooltuspecs.eq.edu.au">the.principal@cabooltuspecs.eq.edu.au</a></td>
</tr>
<tr>
<td>Webpages</td>
<td>Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site.</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Jan Biggam (Principal)</td>
</tr>
</tbody>
</table>

Principal’s foreword

Introduction

Caboolture Special School is a very large special school catering for students with intellectual impairment and a diverse range of other needs and abilities. The school is of increasing size and complexity. This report reflects the enrolment of 76% boys, 9% Indigenous and 10% students in care during 2009. This report describes the students’ progress through a focus on Literacy, ICT and Inclusive practices across the Curriculum Equity Continuum of Access, Engagement and Pathways. Staff and parent support, contributions and beliefs are also addressed.

School progress towards its goals in 2009

Whole school progress has been made in developing consistent approaches to literacy and numeracy across all phases. Data consistency of student achievement is maintained by tracking achievement through the use of Literacy and Numeracy Indicators.

A focus on Boys in Education, Indigenous Students and Students at a pre-intentionional communicative level has improved learning outcomes due to a focus on Inclusive Practices.

Caboolture Special School’s Curriculum Model successfully focussed on Access in the Early Years, Engagement in the Middle Years and Pathways in the Senior Years. A strong focus on embedding ICT in Curriculum Planning led to AAA levels on the 2009 ICT Index Report.

The school actively participated in SECC, ASE AQ, Sunshine Coast Region Special Schools Alliance and School Chaplaincy and maintained strong partnerships through the Orange Project (a VTE partnership with workplaces, volunteer associations etc.)

The School Concert, Graduation Dinner and Art Extravaganza continued with the school concert trialled successfully over two nights in Junior and Senior formats.
## Our school at a glance

Productive Leadership Conferences were held for both the Administration and Suite Leaders.

Plan for Distressing Events and Circumstances was implemented.

## Future outlook

Operationalise the CSS Curriculum Model Equity Continuum by restructuring the implementation of Rich Tasks and introduction of ROPE (Reflection and Observation of Pedagogy for Engagement) Project.

Embed whole school approach to Literacy across the curriculum through audit of current school practices and staff sharing sessions

Cater for non-disability related diversity through a focus on Boys in Education, Indigenous Education and the development of Outdoor Learning Areas

Review role of Inclusion Team to Student Services and embed Restorative Practices across the school to support a safe, healthy and supportive environment.

Address issues and challenges arising from rapid growth and increasing complexity of school by enriching leadership density, reviewing Principal Classification Level, planning around school facilities.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 1-12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2009 – Nov 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>152</td>
<td>38</td>
<td>114</td>
<td>85%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

During 2009, Caboolture Special School’s enrolment had an Indigenous population of 9% and 10% of students were in the care of Child Safety. All students have an Intellectual Impairment and many also have Hearing, Visual and Physical Impairments as well as Autism Spectrum Disorder.

Class sizes – Proportion of school classes achieving class size targets in 2009

Caboolture Special is an un-graded school. Class sizes vary according to level of need and number of verified disabilities of individual students. The average class size over all classes is 5 but varied from 3 to 9 according to level and number of verified disabilities.

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>4</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

Caboolture Special School Curriculum Framework is based on an Equity Continuum of Access in the Early Phase, Engagement in the Middle Phase and Pathways in the Senior Phase. QCAR Essential Learnings are addressed within the Enacted Rich Tasks as are Vocational Training and Education. Embedded within these are Smart Moves, Smart Choices, Intensive Interaction, Smart Classrooms, Community Based Learning, Values Education, Pathways to Peace, Indigenous Perspectives and Individual Education Plans.

Extra curricula activities

Alternative curricula activities are offered within the regular curriculum as the high level of need of these students prevents them from participating in activities outside the regular curriculum. Referral to outside agencies such as Disabilities Services of Qld may support opportunities to participate in alternative activities. There is a strong focus within Pathways in the Senior Years on Volunteering and Leisure Activities as well as work experience to ensure these opportunities.

How Information and Communication Technologies are used to assist learning

A range of ICT’s are used to support access to the school curriculum, and to encourage and engage students in the curriculum offerings. Interactive White Boards are used across all phases of learning and all curriculum areas. Games in Learning, Cause and Effect Software and a range of Assistive and Augmentative Communication systems are used to support communication and engagement in the curriculum.

Social climate

To support the high needs students from 5 to 18 years, with a range of needs and abilities, Student Services staff lead the collaboration with other agencies (e.g. Child Safety, DSQ) and support school students and staff in managing challenging behaviours. Team-Teach and Restorative Practices are just two of the programs followed across the school community to address these issues. A School Chaplain and a Guidance Officer also support Student Welfare and needs across the school community. According to the school opinion survey, 91% of parents are satisfied to very satisfied that their students are ‘happy to go to school’, 83% of parents believe their student ‘is safe at this school’ and 95.8% believe their child is treated fairly.

To address staff welfare during challenging incidents, a Managing Distressing Events and Circumstances Plan provides structure and support to the school community. Staff members are encouraged to care for their own wellbeing through a range of programs including the weekly Smart Moves for Staff sessions.

High performance for all is supported through the ROPE program, Mentoring Sessions and Sharing Sessions.
Our school at a glance

Parent, student and teacher satisfaction with the school

Overall, parents, students and teachers are satisfied to very satisfied with the school. According to the School Opinion Survey staff members’ beliefs about their Workplace Dimensions are predominantly above the State Mean as are students’ and parents’ beliefs about the Performance Areas.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>91.7%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95.8%</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>84%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Parents’ involvement in their child’s education begins with the Parents’ and Citizens’ representation by contributing to the development of the Operational Plan, the Responsible Behaviour Plan, and plans for a range of new facilities. Communication with parents around their child’s education and his or her well being occurs on a daily basis through both a Communication Book and, where necessary, through telephone contact or email. Consultation and collaboration occur around students’ individual needs twice yearly at IEP meetings and written reports are provided twice yearly around student achievement. Education Support Plans are developed with carers as well as Child Safety Officers on an annual basis for students in care. Parents and carers of Indigenous students are invited to regular meetings where they may contribute to planning and development specific to indigenous education.
### 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>39</td>
<td>64</td>
<td>2</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>35.1</td>
<td>36.3</td>
<td>1.3</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>1</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>28</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

![Pie chart showing qualifications distribution](chart.png)
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was $36271

The major professional development focused on key school priorities:

- Literacy and Communication Systems
- Disability specific pedagogy
- ICT Professional Development as per C4T Professional Development Plan

Using:

- Outside sources
- Professional Reading Days
- Mentoring and Tertiary Study Days
- One teacher-aide was awarded a New Professionalism scholarship to support participation in a teacher education program
- Principal supported the Graduate Certificate in Spec. Ed through guest, sessional lecturing.

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 92% of staff was retained by the school for the entire 2009 school year.
Performance of our students

Key student outcomes

Attendance

<table>
<thead>
<tr>
<th>Student attendance - 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average attendance rate for the whole school as a percentage in 2009 was 88%. Attendance by indigenous students was 83.2%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Caboolture Special School is an un-graded school with classes organised around individual education needs. Student attendance is monitored individually, not in groups.

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.

Non Attendance

1. Parents are required to inform the school of reasons for student’s absences. If they fail to inform the school the class teacher initially makes contact to inquire about student’s health/reasons for absence.

2. If absence is prolonged, Principal or Deputy Principal calls the parent/carer to make enquiries. In some cases, a Medical Certificate is requested.

3. If absence continues, letters using SMS-PR-029 format are sent to parent/carer.

Roll Marking

1. Rolls are marked by teaching staff and sent to office twice daily (9am and 1pm) for recording on SMS.

2. Unexplained absences are reported to Principal or Deputy Principal.
Performance of our students

### Attainment and Achievement – Year 12

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

| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 100% |

#### Outcomes for our Year 12 cohort of 2009

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>12</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>12</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>0</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>33%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Vocational Educational Training qualification (VET)

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

#### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 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.