Principal’s foreword

Introduction

This report contains information related the School Annual Operation Plan and its goals. It focuses on the achievements and priorities of our school over the school year 2011. Whilst there are many highlights and certainly progress towards achieving the goals of our Strategic Plan 2009-2011, the main focus over the recent years has been on facilities development and ensuring appropriate capital works have been scoped to meet the ever increasing student population in the school community.

Included in this report is information relating to the student and staff population; student, parent and staff perceptions of the progress of the school, curriculum offerings and the use of ICTs to progress access to the curriculum. Staff composition and qualifications as well as student outcomes from Senior schooling are referred to in this report.

Caboolture Special School’s Statement of Purpose focuses on:

‘For Life We Learn’

Caboolture Special School’s Equity Continuum:

Access (in the Early Years)

Engagement (in Middle Phase)

Pathways (in Senior schooling)

School progress towards its goals in 2011

The Key Priorities for the School under the Annual Operation Plan were in the following areas:

1. Operationalize Caboolture Special School Curriculum
2. Whole school approach to Literacy and Numeracy
3. Programs to cater for non-disability related diversity
4. Safe, healthy and supportive environment

School Progress:

The school is a member of the Special Education Curriculum Consortium Projects (SECC). Through this group the school participated in ongoing curriculum development and projects that assist the school in the implementation of curriculum across the sectors. A process called Reflection on Observation of Pedagogy for Engagement (ROPE) supported staff to reflect their pedagogy and plan for further use.
of specific pedagogies in teaching and learning. This process was aligned with Classroom Walkthroughs, where members of the school administration observed classes and gave feedback to staff on the pedagogies in use across classrooms. The school is currently making the transition from the New Basics Curriculum to the Australian Curriculum, with staff professional development as a foremost strategy in this transition.

The school has been collecting baseline data through the use of standardized test instruments, in order to identify the stage at which each student is learning. This data and the process of identifying each student’s progress on the Australian curriculum scope and sequence chart has been responsible for decisions in the use of content descriptors for the C2C materials to support the implementation of the Australian Curriculum. The school’s established English and Maths working parties continue to work towards whole school implementation of a consistent curriculum across the school.

As the school lies in a recognized low socio-economic area the school has engaged in further professional development into poverty and low socio-economic environment issues and how these affect the delivery of educational programmes for students. This also incorporates service for students under the care of the state. The school’s EATSIPS plan incorporated the use of indigenous flags at assemblies, a ‘Welcome to Country’ and an active Indigenous Community Advisor who works with families to assist them in a variety of aspects connected with their own and school communities.

The school has a unique Student Services team which is comprised of 5 staff members who assist students with additional needs and the staff with whom they work. This team is well established within the school and works under a collegial support model with procedures for Team-Teach as a training model to assist students with behaviour challenges. This team has worked in partnerships with other government departments and agencies outside of the school to progress outcomes for students. The team also oversees the use of Essential Skills for Classroom Management as a model for supporting pedagogies in classrooms, with individualised use of Functional Behavioural Analysis to identify and support individualised strategies for students. This model of operation has meant support for all classes, students and staff.

Future outlook

Key areas for improvement as outlined in the 2012 School Improvement Plan:

- Develop whole school curriculum plan
- Develop school wide guidelines and strategies for curriculum delivery and assessment
- Embed strategies for literacy and numeracy through focus on school wide reading programs
- Embed differentiated pedagogies for communication including assistive technology
- Professional development to ensure a clear shared understanding of learning areas, content, curriculum delivery
- Establish processes of mentoring, collegial sharing and support, feedback, coaching
- Promote teambuilding and school capacity through set protocols
- Review leadership and middle management structure
- Clarification of leadership roles – classified and school based
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: P - 12

Total student enrolments for this school: 183.4 as at 22nd June 2012

<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>167</td>
<td>40</td>
<td>127</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

School aged students who have been verified through the Education Adjustment Programme (EAP) process under the category of Intellectual Impairment and for whom the level of frequency and intensity of adjustments is best provided in a special school, are able to attend Caboolture Special School. Many students are also verified in categories on Autistic Spectrum Disorders, Physical, Vision and Hearing Impairments.

There exists a diverse range of students who attend the school. This includes approximately 73% of the student cohort who are boys and a majority of students who come from a low socio-economic background. This representation is parallel to the local Caboolture and Morayfield communities in which the students live. Caboolture Special School also supports students who live with a 25 km radial distance of the school including the surrounding areas of Woodford, Bribie Island, Burpengary, Narangba, Wamuran, and other semi-rural areas towards the southern end of the Sunshine Coast such as Glasshouse Mountains and Beerwah.

The area has an annual population growth of 3%. Approximately 25% of the population are under 15 years of age. Approximately, 11% of the population are unemployed (as at September 2011) with 50% of the population in unskilled employment. The area has a very low ICSEA school rating (highly disadvantaged) and a SEIFA Score 2 (very low socio-economic area).

The student population includes 7% of students who are in care of the state and approximately 10% of students attending the school have identified as Aboriginal or Torres Strait Islander descent. Other students who identify with cultural backgrounds other than Australian include: Philippines, New Zealand, Ireland, and England, Portugal, Holland, Iran, Malaysia, Syria, Serbia, USA. The student population for each of these groups = 1. English is currently the first language spoken in all households.

A small number of students who have complex health issues attend the school. Their attendance varies according to their state of health and requirement for continued health care in association with medical specialists.

Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>7</td>
</tr>
<tr>
<td>All Classes</td>
<td>6</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>4</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</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>1</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The school is organised into 4 Departments which equate to the schooling years of:
P-3, (Early Years) 4 – 6, 7- 9 (Middle Phase) and Transition (Senior Schooling).
The school has been moving from the New Basics Curriculum which had been embedded within the school over a number of years, to the new Australian Curriculum.

Under the Australian Curriculum, the students currently participate in the following subject areas:

English, Mathematics, Science (extension across departments throughout the school across 2012).

Art, Music and HPE (Smart Moves) and Life Skills/ Home Economics (Smart Choices) programmes are taught across all Departments in class based programmes.

All students who attend the school have either an Individual Support Plan (ISP) (Early Years and Middle Phase) or a Senior Education and Training Plan (SET Plan) (Senior Schooling). Students towards the attainment of individual goals which are reviewed every six months by their educational team, including parents and carers.

A feature of the Senior Schooling programme is that of the Esteemed Partnership programme.

Caboolture Special School has a long history in delivering vocational training in conjunction with TAFE – Brisbane North Institute of TAFE (BNIT) and local employers. This has focused primarily on entry level training of student to increase the employability capability of the students. Working with industry, the school has been very careful in terms the level of training delivered as all parties recognised that they can make students “unemployable” through doing too much training in related fields while the students are enrolled at school.

Red Cross Employment Services, HELP Industries (Disability Employment Services under Community Services) and TAFE-BNIT have a long history with the school in developing employment opportunities within the Caboolture Special School Region.

Both training and employment services maintain a partnership with the school, working with young people to increase their employability and capacity for their future and collaboratively work with the schools in supporting the young people to combine their training and schooling. These partnerships, developed over time have served to increase the Year 12 completion rate and transitioning students into the workforce.

Extra curricula activities

All students at the school participate in community based learning programmes alongside their Key Learning Areas (KLAs). These programmes provide the opportunity for all students to learn the essential skills they will require in post school options and the opportunity to practise these in their local community.

A number of community groups and organizations also offer the students opportunities in the areas of:

TAFE
Interschool Sports
Smart Moves-Zumba, Multi sports Expo, Hip Hop, Soccer, Community Walk
HRE
ARL
Community Excursions – Caboolture Hub (Moreton Bay Regional Council) library
Social Skills Programming
Sensory Play
PCYC
Bike Riding
Ten Pin Bowling
Mini Golf
Rock and Water Programme
Bowling
Queensland Museum
Buddy reading
Our school at a glance

- VTE - Radio programme, Country Kitchen, Cartmill Centre – volunteer program, Barista Fridays, Resource Centre, Taste on Torrens, Riding for the Disabled
- Smart Moves - Dance, Drama and Music
- School Based Working Experience - Paper Shredding
- Gardening - Watering plants
- South Passage Tall Ship Adventure
- Sailability
- CREEC Nursery Burpengary
- “The Hub” Caboolture Library
- Arts Council Performance
- Fishing at Deep Water Bend
- Platypus Park Excursions
- Department Outing to Apex Park
- Animal care program

How Information and Communication Technologies are used to assist learning

Across 2011 regular ICT mentoring programme influenced pedagogical practices in classrooms. The school has demonstrated a strong commitment to the use of interactive whiteboards and other technology including: iPads, iPods, communication devices, student laptops and other interactive devices to support access to communication, curriculum and learning.

Staff commitment to their increased ICT skills saw all teachers obtain their ICT Certificate and an increasing number of teachers working towards their ICT Pedagogical Licence. The school has four Accredited Facilitators for ICTs. Staff embarked on improving their own knowledge base and use of The Learning Place for classroom and school wide activities.

Social climate

The social climate at Caboolture Special School is characterised by a range of student support initiatives including the Student Services Team, the School Chaplain and the Guidance Officer. The Student Services team provide support options for students with additional needs through both in class support and more targeted, individualised programs promoting positive interactions and social engagement. The School Chaplain plays an active role within the school community through lunchtime programs, classroom based social skills programs and through the implementation of the Kids Hope mentoring program. In addition, the school chaplain facilitates a MyTime support group for parents which provides information sessions and support to assist parents in managing the challenges of parenting a child with a disability.

Outcomes:
- Targeted and individualised support for students with exceptional and additional needs
- Increased attendance of students at risk
- Seamless case management of complex cases with other government departments and external support agencies
- Successful renewal of School Chaplaincy program in 2011
- Implementation of Integrated Services committee for managing and facilitating school based referrals for additional support

Parent, student and teacher satisfaction with the school
Parents, staff and students have been supportive of a move towards the Australian curriculum. In general, parents were looking forward to the new experiences that would come with this curriculum development, in particular a focus on reading and maths skills across the school. There was high praise for the work of teachers in their care and dedication for students in their classes.

Staff were also keen to move towards a new curriculum and participated in successive professional development sessions towards preparing its implementation. There was a change in leadership position of both the Principal and Deputy Principal across 2011 and this included persons acting in these positions. As with any change in leadership there exists uncertainty and anxieties associated with a change process. The school administration team has worked in light of these understandings and has lead the staff through the change process recognizing these concerns.

Students have continued to progress in their learnings and have enjoyed their activity based curriculum, especially their community based learning. Through the school’s Triennial School Review the students overwhelmingly expressed their satisfaction with their teachers, their learning and the social aspects of their school life.

### Performance measure

<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>74%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>80%</td>
</tr>
</tbody>
</table>

DW – Data withheld

### Involving parents in their child’s education

Parents are viewed as partners in their child’s education and are encouraged to play an active role in the school. Parents are involved in the planning of their child’s educational goals through the ISP (Individual Support Plan) and SET Plan process. Throughout 2011, the following initiatives were enacted:

- Introduction of MyTime support program for parents
- Renewal and updating of school website
- Active involvement of P & C in fundraising for new school bus
- School based celebratory events including Graduation ceremony, school concert, Annual Art Show etc
- Involvement of parents in Quadrennial School Review process.
- Case conferences with parents and external agencies
- Annual information session for parents re post school options
- Parent volunteers to support classroom learning
Reducing the school’s environmental footprint

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

Through the “Green Vouchers” program and facilities updates, particularly the construction of a new double storey 8 classroom teaching block, water tanks have been installed. Energy consumption in the school has increased in line with the continued growth in student enrolment and the school’s focus to provide adequate facilities to meet this continued growth.

School based initiatives have included:

- Students learning about environment awareness, energy consumption, and recycling
- VTE programs in environmental sustainability linked to Cert I and II in Horticulture and Hospitality
- Various recycling projects related to production of art projects for display and sale at the annual school art show.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>216,544</td>
<td>1,426</td>
</tr>
<tr>
<td>2010</td>
<td>226,460</td>
<td>1,990</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-4%</td>
<td>-28%</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>43</td>
<td>58</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>39</td>
<td>37</td>
<td>&lt;5</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>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition, 4 teachers have the qualifications either a Graduate Certificate or Graduate Diploma in a specific area of educational priority.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $46,902.
The major professional development initiatives are as follows:
Team Teach in-service
First Aid
Annual Teacher aide professional development days for combined Special Schools
Disability specific training and related pedagogies
Australian Curriculum
TAFE qualifications for teacher aides
QSA conferences
SECC/ QELI/ ASEAO conferences for leadership and specific project work across the curriculum
Earl Childhood intervention workshops
Financial Management Training/ School Business Managers in-service
Mentoring and peer learning across suites/ departments through school based moderation
Aspirants in leadership programme

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, 95% 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" text box.
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 86%.

The overall attendance rate for all Queensland state Special schools over the same period was 89%.

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.

Based on school absence data, students from Caboolture Special School are absent on average approximately 20 days per year. Although this appears to be a high rate of frequency, this average is heavily influenced by a small number of students with complex health issues who have experienced extended periods of absence due to hospitalisation or ill health.

The school is moving towards the One School attendance rolls and electronic marking for student attendance. Rolls are marked daily, including transport rolls for arrival at school and departure from school each day. This exists for the large cohort of students who travel on contract transport to and from school.

A small number of students are involved in flexible timetabling due to the nature of their disability.

This programming allows for students to undertake their learning across a number of environments with the support of community based personnel, their family members and school staff.

These factors impact on the total number of absentee days across the student cohort. Communication with parents is paramount in these cases and case conferences are convened on a regular basis as a proactive approach towards monitoring attendance. These case conferences also involve other agencies outside the school.
Performance of our students

**Achievement – Closing the Gap**

Retention: Students identified as indigenous background have continued their enrolment across the past year.

Attendance: There exists no significant difference in the attendance of students in this cohort as compared to the remaining school population. Please refer to above sections for absence information:

**Characteristics of the student body**

**Students attendance**

Achievement: Students with indigenous backgrounds are supported in their schooling by the allocation of two staff to approximately 6 students per class.

The families are also supported by the Indigenous Community Liaison Worker. Both these strategies provide support for these learners and the outcomes of this support means that there are no significant differences in their achievement.

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

Year 12 student enrolment as a percentage of the Year 10 student cohort. Due to continued growth in student numbers, the total number of students completing Year 12 surpassed those enrolled at Year 10.

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>21</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>21</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 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>8</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 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>38%</td>
</tr>
</tbody>
</table>

**Vocational Educational Training qualification (VET)**

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

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Certificate I courses have been undertaken by students in Horticulture. A smaller number of this population work towards their Cert II or Cert III in Hospitality.

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.

Students who have left the school prior to completing Year 12 have moved into the following fields:
- Supported employment through HELP and Red Cross
- Community based volunteer organizations
- Individualised adult living programmes in conjunction with Disability Services Queensland funding