Principal’s foreword

Introduction

This report outlines:
- Progress on school goals in 2011
- School Improvement Priorities in 2012
- Our school profile and curriculum offerings
- Parents and Staff programs and opinion data
- Student outcome data

School progress towards its goals in 2011

- Junior and Senior team teachers delivered a streamed Literacy Block for intentional communicators.
- Teachers of non-verbal students delivered an explicit Communication Block on a daily basis.
- Senior and Junior team teachers are using a Reading program to benchmark student reading levels.
- Junior and Senior teams (intentional and non-verbal communicators) completed three successful units of work. One unit of work was moderated through the Special Education Curriculum Cluster.
- Staff working with non-verbal students trained in Intensive Interaction implemented this pedagogy throughout a variety of learning opportunities on a daily basis.
- Data was collected and stored in a centralized location for individual students. This data was used to guide planning, influence pedagogy and inform other teaching staff within the school.
- Key teaching staff have been released from their classrooms to coach and provide guidance to other teaching staff. These areas include Picture Exchange Communication Scheme (PECS), Classroom Profiling, Data Collection and Behaviour Support.
- 50% of teaching staff have participated in the Developing Performance Plan process.
- The admin team is currently working on a process and set of guidelines to use when undertaking ‘Walk Through’ strategy to give feedback to teaching staff.
- Planning and negotiation for the construction of school facilities includes a new prep/junior building, sensory play equipment and ICT’s.
Future outlook

Our school improvement priorities for 2012 are:

- **Re-development of School Curriculum Plan** to align with Australian Curriculum
- Implement the **Australian Curriculum Foundation – 10** using processes outlined in the School Curriculum Plan in Junior / Senior Teams.
- Trial the draft **Australian Curriculum Progressing to Fin** the Intensive Interaction Team (including participation in SECC Project)
- **Implement Literacy / Numeracy Blocks** – with a focus on Reading / PECS with the Senior and Junior Learning Teams and with a focus on Augmentative and Alternative Communication Strategies with the Intensive Interaction Team
- **Implement Developing Performance Plan** process with all teaching staff
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Birth to 12yrs
Total student enrolments for this school:

<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>69</td>
<td>19</td>
<td>50</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students diagnosed with verified intellectual and multiple impairments aged from birth to 12 years are enrolled at the school. 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 60% of the student population have a second or multiple impairments. Fifty percent of students have Autism in addition to an intellectual impairment. Approximately 10% of our students are in the Care of the State and approximately 10% are indigenous. Most students live in the Toowoomba metropolitan area but others travel daily to school from within a radius extending from Helidon in the east, Goombungee in the north, Oakey in the west and Nobby in the south.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6</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>Long Suspensions - 6 to 20 days</td>
<td>0</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

- In 2010, teachers in the Junior and Senior teams taught 2 units per semester containing appropriate content (Essential Learnings) aligned to our Rich Tasks.
- The learning priority for students in the Non-Verbal Teams is to learn strategies to enable them to communicate their needs. Priority is given to teaching students in this team to use one of two communication pedagogies appropriate for their learning needs. The two pedagogies are: the Picture Exchange Communication System (PECS) or the Intensive Interaction Framework.
- Teachers of students with severe multiple impairments also use elements of Conductive Education (for students with severe motor disorders) and Active Learning (for students who have a vision impairment)
- All senior students participate weekly in an element of our school Human Relationships Education program which are streamed according to gender.

Extra curricula activities

- In 2011 our school held a three-day camp on Bribie Island in November.
- Eight student from the school participated in Riding for the Disabled.

How Information and Communication Technologies are used to assist learning

- All classrooms are connected to the School Network and have at least one desktop computer per classroom connected to the Network.
- The school has four interactive whiteboards and an iPod and plans to purchase more in 2011.
- Service providers and other agencies are providing some non-verbal students with iPads as communication devices and the school will purchase some of these devices in 2011.
- Students are involved in the compilation of their individual digital portfolios (where appropriate.) These are used to report to parents at face-to-face meetings.

Social climate

The school Responsible Student Behaviour Plan (RSBP) is based on the principles of Positive Behaviour Support (La Vigna and Willis). Our emphasis is on rewarding and supporting students’ positive behaviours and promoting a safe and positive school climate. The school has a very proactive anti-bullying approach and strategies form part of the curriculum around our RSBP.
Our school at a glance

Parent, student and teacher satisfaction with the school

Parent Opinion Survey data is higher across all areas for Parent/Caregiver satisfaction. As a school we have analysed previous data collected and have implemented a variety of strategies to de-privatise the work being done in our school. We want everybody to know what we are doing and to celebrate the fantastic work that students are producing and the amount of time and effort that staff put into achieving these results. Irrespective of all staff having access to professional development opportunities that relate to school and systemic initiatives, response data for this measure was lower than expected. Despite this, staff morale continues to reflect very high in the data.

<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>86%</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>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>95%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

- Teachers write Individual Support Plans (ISP) in Term 1 on OneSchool for all students at the school. Parents are invited to an individual meeting with their child’s teacher to plan the ISP. Parents are invited to a second parent teacher interview with their child’s teacher late in Term 3. In addition to this, teachers are available to meet and discuss the needs of students with their parents / carers at a mutually suitable meeting time. The school conducts a Parent Information Evening for all parents early in Term 1 each year.

- The school leadership team, guidance officer, nurse and therapy team assist parents to apply for support from other government agencies and service providers.

- The school has a Support Services Team which comprises the leadership team and all support staff who service the school. In addition, the Nurse Co-ordinator at the Toowoomba Hospital’s Developmental Assessment Clinic is a member of this team. This team meets monthly to discuss and plan support to the students, their families and staff within the school.
Reducing the school’s environmental footprint

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

- The school has had two new buildings installed since the last reporting period.
- Water tanks are installed on new classroom and amenities blocks and tank water is piped into these teaching blocks.
- Solar panels have been installed on the roof of I Block.
- While air-conditioning is now installed in every teaching area within the school, prudent and environmentally responsible use is encouraged.

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>83,315</td>
<td>515</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</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>25</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19</td>
<td>18</td>
<td>0</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>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>24</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $24650.
The major professional development initiatives are as follows:
- Special Education Curriculum Cluster (SECC) Unit Writing Workshop – aligning Essential Learnings with a Rich Task Blueprint (nominated teachers)
- Attending SECC Conference (nominated teachers)
- Training in relation to the Intensive Interaction Framework (teachers working in this area)
- Training in the Picture Exchange Communication System (all new staff working in this area)
- Training in relation to the School Wide Positive Behaviour Support Program (SWPBS)
- Manual Handling (all staff)
- Student Protection and Code of Conduct update training (all staff)
- Sexual Health and Puberty for students with disabilities: Traffic Light Model (FPQ) (nominated teachers)

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 95% 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 88%.

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.

![Attendance Rate Distribution Chart]

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.

- Rolls are marked twice daily at 9.00 am and 1.30 pm. Roll data is transferred to SMS weekly including reasons for absences.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

All students at our school were exempted from NAPLAN testing in 2011.

To access our NAPLAN results, 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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

The gap between indigenous and non-indigenous attendance rates in 2010 was -1%.