Principal’s foreword

Introduction

This report outlines:

- Progress towards 2012 goals
- School Improvement Priorities for 2013
- Our school profile, curriculum offerings and school climate
- Parent and staff satisfaction with the school
- Involving parents and caregivers in their child’s education
- Reducing the school’s environmental footprint
- Staff composition
- Staff qualifications
- Expenditure on and teacher participation in professional development
- School income broken down by funding source
- Key student outcomes
### School progress towards its goals in 2012

#### CURRICULUM
- **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 and Senior Teams.
- Trial the draft ‘Progressing to Foundation’ Curriculum in the Intensive Interactions Team (including participation in SECC project).
- Implement **Literacy and Numeracy streaming** (Junior / Senior Teams) and **Augmentative and Alternative Communication Strategies** (PECS, PODD, II) ‘across the day’ with the Intensive Interaction Team.
- Implement **Developing Performance Plan** process with all teaching and non-teaching staff in line with school priorities.

#### TEACHING PRACTICE
- New staff receive training appropriate to their Learning Team in PECS, Intensive Interaction.
- Junior and Senior Team teachers (on needs basis) receive training in advanced PECS approaches.
- All teachers undertake training in **First Steps in Speaking and Listening**.

#### PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY
- Each teacher will write a Developing Performance Plan (DPP) annually.
- All staff will be provided with the opportunity to participate in professional development aligned to the school improvement priorities.
- 2 Mentor / Coaches released to coach staff using PECS, PODD and Intensive Interaction.
- Principal will complete DPP with supervisor. Capacity Building in 2012 to focus on building coaching skills.

#### SCHOOL AND COMMUNITY PARTNERSHIPS
- Continue to build partnerships with Parents / Carers through planning processes including the Individual Support Plan and the school parent support group.
- Provision of childcare at key school events (e.g. Parent information Evening, Puberty and Sexuality Evening) to facilitate parental access.
- School website will be reviewed.
- Continue to build partnerships with other agencies (e.g. DoCS, QHealth, QPS, FPQ).
- Continue to build partnerships with St Ursula’s and Toowoomba Grammar through volunteer / community service program.

*Future outlook for 2013*

- Implementation of the School Curriculum Plan to teach content from the Australian Curriculum.
- Development of consistent classroom pedagogical practices within each cohort.
- Workforce performance development.
- Productive partnerships with school community stakeholders.
Our school at a glance

School Profile

Coeducational or single sex:

_coeducational_

Year levels offered in 2012:

 Prior-to-Prep programs for students with severe multiple impairments

 Prep to 12 years of age (Year 7) for students with intellectual impairment (who may also have one or more additional impairments)

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>67</td>
<td>18</td>
<td>49</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>69</td>
<td>19</td>
<td>50</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>72</td>
<td>19</td>
<td>53</td>
<td>97%</td>
</tr>
</tbody>
</table>

*Student counts are based on the Census (August) enrolment collection.*

Characteristics of the student body:

Students diagnosed with verified intellectual and/or 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 70% of the student population have a second or multiple impairments. 60% 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.

Average Class sizes

<table>
<thead>
<tr>
<th></th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase</td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6</td>
</tr>
</tbody>
</table>
Our school at a glance

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</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>

Curriculum offerings

Our distinctive curriculum offerings

暢 Curriculum is aligned with the Australian Curriculum and is adapted to meet the individual needs of our students.

暢 Communication skills are given a high priority. A range of methodologies is offered to non-verbal students, depending on their communication needs:

畅 PECS (Picture Exchange Communication System), the use of pictures and word phrases to communicate their wants, needs, and feelings.

畅 Intensive Interaction is an approach to teaching the pre-speech fundamentals of communication to people who have severe learning difficulties and/or Autism and who are still at an early age of communication development.

畅 PODD (Pragmatic Organisation Dynamic Display) is a means of selecting and organising symbols so that people with complex communication needs and their communication partners can communicate more easily.

畅 Auslan – Australian Sign Language for the Deaf

畅 All senior students participate weekly in an element of our school Sexuality Relationships Education program which is streamed according to gender.

Extra curricula activities

畅 In 2012 our school held a three-day camp on Bribie Island in November.

畅 Eight students accessed Riding for the Disabled program.

How Information and Communication Technologies are used to assist learning

畅 All classrooms are connected to the School Network and have at least one desktop computer per classroom connected to the Network.

畅 The school has five interactive whiteboards and 22 iPads. All teaching staff have received professional development around the integration of iPads in their teaching programs.

畅 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.

畅 ICTs are integrated into classroom teaching programs throughout the school predominantly in the areas of Literacy and Numeracy.
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, teaching new skills and changing the students’ environments to encourage positive behaviours – all aimed at 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.

We offer SRE (Sexuality Relationship Education) which is based on training and guidance from Family Planning Queensland.
Parent, student and staff 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 (especially in the area of curriculum) and to celebrate the excellent work that students are producing as well as time and effort that staff put into achieving positive 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 be very high (100%).

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>95.5%</td>
</tr>
</tbody>
</table>
| this is a good school                               | 100.0%
| 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* | 100.0%
| their child is making good progress at this school* | 95.5%
| teachers at this school expect their child to do his or her best* | 90.9%
| teachers at this school provide their child with useful feedback about his or her school work* | 90.5%
| teachers at this school motivate their child to learn* | 95.5%
| teachers at this school treat students fairly*      | 100.0%
| they can talk to their child's teachers about their concerns* | 100.0%
| this school works with them to support their child's learning* | 95.5%
| this school takes parents' opinions seriously*      | 100.0%
| student behaviour is well managed at this school*   | 90.9%
| this school looks for ways to improve*              | 95.5%
| this school is well maintained*                     | 100.0%

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
<td></td>
</tr>
</tbody>
</table>
| that they have good access to quality professional development | 88.9%
| with the individual staff morale items               | 100.0%

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

* 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

Teacher develop Individual Support Plans (ISPs) in Term 1 on OneSchool (Education Queensland’s electronic data storage system) 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. Student Report Cards are provided to parents and carers twice each year.

The school conducts a Parent Information Evening for all parents and caregivers 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.

The school holds a range of annual events and welcome families to attend these events e.g. Education Week activities, sports day, cross country, end of year concerts, special and regular weekly assemblies etc.
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.
- An additional bank of Solar panels have been installed on the roof of J Block since the last reporting period.
- While air-conditioning is now installed in every teaching area within the school, prudent and environmentally responsible use is encouraged.
- The school has a bore water supply which it uses judiciously.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>76,207</td>
<td>1,437</td>
</tr>
<tr>
<td>2010-2011</td>
<td>83,315</td>
<td>515</td>
</tr>
<tr>
<td>2011-2012</td>
<td>112,424</td>
<td>580</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>24</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18.9</td>
<td>20.4</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>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $17,566.90.

The major professional development initiatives for 2012 were as follows:

- Student Protection and Code of Conduct Training (all staff)
- Non-Violent Crisis Intervention (for all staff)
- Curriculum Expectations around the Australian Curriculum
- PECS (Picture Exchange Communication System) Training
- Interactive Whiteboard Training
- Curriculum Risk Assessment
- Literacy in Special School
- Adapting Curriculum (C2C) Units
- First Steps in Speaking & Listening (all teachers)
- Whole School Curriculum Planning
- Mentoring within our three cohorts from Team Leaders
- Curriculum Co-ordinator released to coach and support classroom teachers
- Coaching of teachers / teacher aides who use PECS (with PECS Peer Coach who was released)
- Coaching of teachers / teacher aides who use Intensive Interaction (with II Peer Coach who was released)
- CPR / First Aid

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.2%</td>
<td>94.6%</td>
<td>94.8%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.5% 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:

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

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>88%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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.
- Rolls are marked twice daily on Education Queensland’s electronic data management system, OneSchool.
- All families are reminded and encouraged via parent newsletters to ring and report their child’s absence on the day it occurs. Administration staff then mark this on the child’s roll immediately.
- Student absences more than one day are followed up personally via a phone call. Occasionally there are students who require long periods of hospitalisation or post-operative rehabilitation away from school. At these times, parents / carers provide the school with information from the child’s specialist/s.

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.

- Students at Toowoomba West Special School do not participate in NAPLAN.

Achievement – Closing the Gap

- The gap between indigenous and non-indigenous attendance in 2012 was -1.7%.