


Calamvale Special School

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To Learn, to Live, to Grow

Introduction

Please find below the 2008 School Report for Calamvale Special School. The report briefly highlights achievements that occurred in 2008 and also summarises key areas of anticipated direction in 2009.

Highlights- key outcomes achieved

Curriculum The curriculum was embedded in practice. A major overall of the library resources and the setting up of a student library was the major initiative of the school in 2007. This valuable resource was expanded in 2008 with additional resources purchased. Staff continue to embed the areas of communication, Investigating Our World, Social Living, Personal Skills, and Creativity & Recreation into their planning.

Maths- Purchase of suitable resources. Ongoing monitoring.

English. On-going development of resources for in-class and in library use. Picture Exchange Communication System (PECS) further enhanced and expanded. Literacy resources greatly enhanced. The program "Jolly Phonics" used extensively in the lower /middle school where appropriate.

Health & Physical Education The school continues to place importance on health and physical education. The 30 minutes a day was implemented for most students. A number of camps were held including, for the first time, the juniors having a camp off campus. The "Schoolies Camp" for the transition class continued. The "Learn to Swim" program continued with refinements and a hydro therapy program commenced for three terms.

The Arts- Art, craft, and music continued to be a focus for some students. The purpose built art room was revamped to accommodate the students more readily, especially students in wheelchairs.

Technology- The ICT plan was put into practice. More computers purchased. ICT plan for 2009 submitted late 2008. School readied and implemented MOE rollout. One School implemented. Curriculum hub embedded in practice. Computers for teachers implemented in December.

Senior Schooling- Continued emphasis on work experience for the older, senior students occurred. A key component was to access courses available to students off campus. The school continued to work closely with Eagleby Training Centre and Keystone, organisations that provide practical and appropriate courses for students enrolled in the senior school

Student Welfare- Continuous monitoring of the school's behaviour management plan was undertaken. Schoolwide Positive Behaviour Support system was reviewed and enhanced. Behaviour management committee had regular meetings to discuss strategies for minimising individual students' acting out behaviour. An "On-TARGET" reward system continued to be used with success.

Facilities- In 2008 minor maintenance improvements occurred as well as the airconditioning of 6 classrooms.



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Future outlook

Curriculum- Continue to develop and refine the school curriculum. Focus on assessment and reporting along with a student tracking document for student outcomes

Senior Schooling- SET plans in place for all students. Students registered with QSA for certification. Expand work experience sites for students with high support needs. Continue to access Keystone and Tubestocks for specific skill development.

Inclusive practices- Continue links with Calamvale Community College, other ed intuitions, and work sites.

Supportive School Environment- Continue to Implement the Code of School Behaviour. Continue to develop most aspects of the School Wide Positive Behaviour Support program. Ensure 80% of staff are trained in Non Violent Crisis Intervention.

Technology- Increased budget allocation to ensure all students and staff have access to appropriate relevant technology. Continue employment of a computer technician. Upgrade computers where necessary. Purchase of 4 "smart boards" for classroom use.

Community Links- Continue to promote the school through the newsletter and local media. P & C. vacation care program will need to be reviewed.

Home Links- Strengthen home links through review of the communication books, school newsletter, parent handbook.

Professional Development- PECS, behaviour (PSWBS Non Violent Crisis Intervention), technology, curriculum, assessment, literacy.

Staff networking- Enhanced networking of staff through the use of CCT/NCT, team building (teaching blocks) and PD activities. All staff to take a more active role in pursuing p.d. activities. Teaching staff have a planning portfolio.

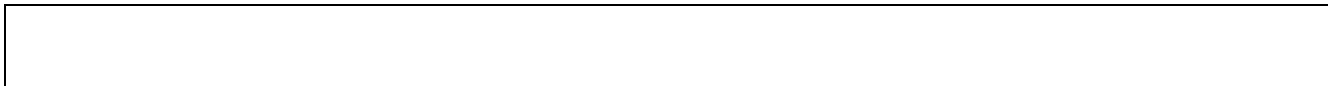
Facilities- Investigate and prioritise further building/grounds enhancements. Priority is the expansion of playground areas especially the junior playground. Remodelling of junior toilets remains a high priority. Participation in Government subsidy/building schemes.

Summary: The school enrolment should stabilise around 100-105 students. Existing facilities can cater for the student population but an upgrade of student toilets remains a priority along with junior playground development.

School Profile

Calamvale Special School is located on the Southern side of Brisbane. It is an Education Queensland state government school and offers programs to students who have a significant intellectual impairment aged from 5 years old to 18 years of age. Calamvale Special School is a coeducational school. There are a number of students who have been diagnosed as having Autism Spectrum Disorder and an increasing number of students who have multiple impairments. Students attending the school have diverse educational needs and abilities. During 2008, the enrolment was 104 students. There were 17 class groups and they were supported by a teacher and a teacher aide. Enrolment trends continue to indicate an increasing student population of students with the dual disability of an intellectual impairment & autism spectrum disorder. Coupled with the enrolment of students with severe acting out behaviour, providing a safe, tolerant and disciplined learning environment while improving student learning outcomes is the major challenge for the school. Over 45% of the student population present with significant language delays.

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Curriculum

The curriculum is centred on 5 key organisers: Investigating Our World, Communication, Personal Skills, Social Living and Creativity & Leisure. Each organiser has a set of outcomes. The curriculum document is one component of the organisational framework used to develop and implement the learning programs at Calamvale Special School. The other components of the framework are:

- individual education programs,
- assessment and parent reporting documents,
- student progress tracking system and the
- student portfolios.

Teachers use the curriculum framework to develop classroom and individual student programs. While teachers will not address all outcomes every year it is expected that every student will be given numerous opportunities to develop in every area before completing their Senior Phase of Learning.

In addition to regular classroom programs, our school offers specialised physical education lessons, and a distinct life skills program. Physiotherapy, occupational therapy and a speech and language therapy is available to students on a needs basis. The school has links to Calamvale Community College and the local community for work experience programs.

Social climate

According to the 2008 School Survey, parents view the special school in a very positive light. The five specific questions regarding school climate were:

Is your child happy to go to school?	The school continues to perform at a state average or above
About the behaviour of students?	When compared to other schools. Two areas, behaviour of students
With student discipline at the school?	and student discipline were above the state average.
That you child is safe at the school?	
Child is treated fairly at the school?	

Parents and the community

Questions specific to School-community relations:

- School staff approachable?
- Opportunities to participate?
- Opportunities to participate in decision making?
- School makes you feel welcome?
- School communicates well with you?

All of the responses were slightly above the state average for parental responses but not significantly above.

Percentage of parent/caregivers satisfied that the school is a good school in 2008 was 88% In 2007 86%, 2006 88%.
 Percentage of parent/caregivers satisfied that they are getting a good education at the school in 2008 was 78%, 2007 76%and 2006 72%.



Involving parents in their child's education.

Twice a year parents are invited to visit the school to discuss their child's individual education plan. Communication books are used by the teachers to stay in regular contact with parents regarding class programs, student progress and daily events. Visits to the class are actively encouraged.

Professional Development

The total funds expended on teacher professional development in 2008 were \$26,562. In 2007 \$13,231. Total workforce expenditure was \$28865 which included fees for teacher aides to complete their Cert III in teacher aide support. . 2006 was \$18319.

The major professional development initiatives in 2008 were:

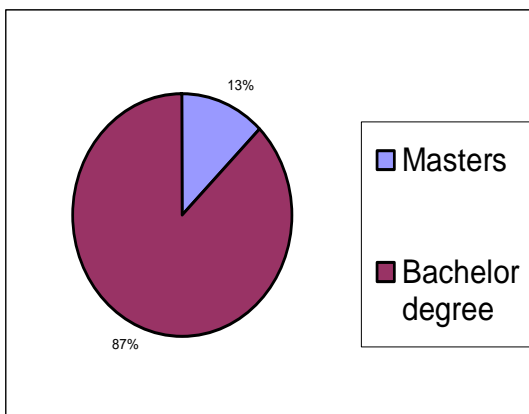
School-wide Positive Behaviour Support, First Aid, English Syllabus implementation, Picture Exchange Communication System and activities centred on school curriculum developments. Specific pd around disability specific topics was also accessed.

The involvement of teaching staff in professional development activities during 2008 was 89%, 2007 was 87% up from 75% in 2006.

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives in 2008 was 75%. 2007, 79%, 2006, 79 %.

Teacher's qualifications

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Masters	3
Bachelor degree	21



Teacher Aides qualifications

95% of the permanent teacher aides employed at Calamvale Special School have at least a Certificate III in Educational Support.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was **96%** in 2008 and in 2007. In 2006 it was 97%

Proportion of staff retained from the previous school year.

From the end of the 2007 school year 90% of staff were retained by the school for the entire 2008 school year. The previous year, 95 % of staff were retained by the school for the entire 2007 school year.

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Performance of Our Students

Student attendance

The average attendance rate as a percentage in 2008 was 90%, 2007 was 91 % down from 95% the preceding year.

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 posted to our website by early September. Six students received the Post Compulsory certificate in Education.

Value Added

Community Based Learning Calamvale Special School ensures that students of all ages, where appropriate, undertake learning in the community. Activities such as, accessing the Calamvale Marketplace Shopping Centre located directly opposite the school, provides a suitable venue for “real life learning” of money skills, shopping, following instructions and behaving appropriately. A number of the senior students access programs in the community to assist in preparing the students for their transition from school to post school opportunities which may include supported employment or further education.

Vacation Care The school's P & C Association operates a very effective vacation care program. Operating during school vacation periods it provides a program for students who attend Calamvale Special School, as well as other special schools or special education units in the Brisbane south area.

School Camps Most classes participate in some form of a school camp from having a sleep over at school for the junior classes to the senior students having a “farewell to school” type camp.

Schoolwide Positive Behaviour Support Calamvale Special embraces the concept of SWPBS with the majority of the staff being trained in aspects of the program. This whole school approach to addressing behaviour has seen a marked improvement in student behaviour especially during recess times.

Non-Violent Crisis Intervention Training the majority of the staff working with students with severe acting out behaviour are trained in this non aversive technique.

Picture Exchange Communication System is a technique used for students with limited or no verbal speech and is used extensively throughout the school.

Health & Physical Education programs are an integral part of the school. A specialised physical education teacher is employed 2.5 days a week to directly provide programs to most students. Learn to swim classes and hydrotherapy are also part of the PE program.

A Sensory Room was established in 2007 to assist students in their development. Partly funded by the Gambling Community Benefit Fund the room has proven to be a popular resource for the students to explore various sensations especially sight, sound and tactile senses.

Tutoring of younger eligible students outside of school hours commenced in literacy through Commonwealth funding that was made available.

Financial Commentary

CALAMVALE SPECIAL SCHOOL Financial Commentary

Key Financial Results

Income

Total income received for 2008 was \$247 776 comprising:

Core Funding (YC**)	\$201 387
Targeted Funding (YN**)	\$ 33 231
Other Funding (YO**)	\$ 13 168

The major sources of funding were:

Departmental Grants

Education Support Funding Program - \$29 250

Textbook & Resource Allowance - \$7 087

Interest - \$8 544

Significant variations from the 2008 budgeted income were:

ICT Grant – Increase of \$1 075

TRS Grant – Increase of \$34 118 which was primarily Safety Net payments received for TRS usage.

Education Support Funding Program Grant was increased by \$13 250 as further money was made available to the school due to increasing numbers of Students in Care.

Interest received was \$3 977 over budget as a result of greater than expected earnings.

Minor Works was provided with an additional \$5000 by QBuild to upgrade security in D Block for student safety.

Expenditure

Total expenditure for 2008 was \$236 569 comprising:

Learning	\$127 755
Schools	\$ 82 252
Workforce	\$ 26 562

Major expenditure areas were:

Learning Technology - \$14 924 updating technology resources

Students in care of the State (ESFP) - \$34 208 used to employ support teacher aides.

School Bus expenditure of \$3 298 on maintenance, insurance and registration

Cleaning - \$3140

Electricity - \$15 943 (increasing due to installed air conditioners)

Equipment Purchases - \$17 363

Grounds Maintenance - \$3 954

Minor Works – \$7 344

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Photocopying - \$3 527
 Telecommunications - \$8 163
 Professional Development - \$26 562
 ICT technician - \$9 287
 Workplace Health & Safety - \$1 988

Significant Variations from the 2008 budgeted expenditure were:
 Music Therapist – decreased expenditure due to program changes
 Students in Care of the State – increased grant provided
 TRS expenditure was over budget and needed to be claimed in Safety Net payments.
 Electricity expenditure was less than anticipated due to air conditioner usage costs still being established
 ICT expenditure was less than expected due to delays in the school cabling program being implemented by DETA
 Professional Development costs were increased due to the additional training costs associated with the conversion to MOE and One School

Significant Activities

During 2008 significant expenditure occurred in the learning outcomes area purchasing technology resources and providing human resources to assist students in care. In the Schools outcomes area expenditure focussed on purchasing resources and equipment, purchasing Technology support to assist staff with ICT issues, and facilities/grounds expenditure.

End of Year Position

Total funds carried forward were \$106 277 comprising of:

Open Purchase Orders	24 136
Targeted Funds balances not Accrued	5 204
Zero Budget Cost Centre Activity	13 741
Uncommitted	63 196

Government Targeted Funds

Fund Type	Use of Funds	Effect on Learning Outcomes
C'wealth Values Education Grant	Curriculum	Additional resources
ETRF – Access to Pathways	Senior Schooling	Access to Voc Ed
Education Support Funding Program	Assist Students in care of the State	Increased teacher aide time available to assist these students
Indigenous Education (IESIP)	Supplementary assistance for Indigenous programs	Assistance with indigenous education.

Calamvale Special School

Location code: **3055**

School ICT Index Level¹
AA

Legend

- ✓ Measure achieved
- ✗ Measure not achieved
- ✓ Measure achieved, not applied
- ✗ Measure not achieved, not applied
- N/A Measure currently not applicable
- ✗ Measure not achieved but within 10% of target

% School performance level
18th December, 2008
Source: 2008 Opinion Surveys and School ICT Census

	Enabling Teaching and Learning	Developing Professionals	Supporting Learners	Building Infrastructure
A	<p>Teachers use ICT to create flexible, innovative and intellectually challenging learning experiences for students.</p> <ul style="list-style-type: none"> ✓ 50 percent of teachers are satisfied with their own knowledge and skills in using ICT. 100% 	<p>Teachers extend their knowledge, skills and abilities in making ICT integral to learning.</p> <ul style="list-style-type: none"> ✓ 50 percent of teachers are satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning. 60% ✗ 50 percent of teachers have the ICT Certificate (Level 1 of the Smart Classrooms Professional Development Framework) or higher. 41% 	<p>The school supports teachers in making ICT integral to learning by using a wide range of individuals and organisations to deliver this support.</p> <ul style="list-style-type: none"> ✓ 50 percent of teachers agree they can access appropriate ICT to do their job well. 73% ✓ 50 percent of teachers can access appropriate ICT support/resources to do their job. 73% ✓ 50 percent of teachers are satisfied that ICT devices are well maintained. 93% 	<p>The school has attained the current ratio of student-to-Internet-enabled-device (IED)² with network connectivity.</p> <ul style="list-style-type: none"> ✓ There is one IED for every 5.0 students at the school.³ 1:1.8 ✓ 70 percent of curriculum IEDs are connected to the school Local Area Network (LAN) and the Internet. 93%
AA	<p>By using ICT to learn, students develop personal initiative and enterprise. Their learning links to other classrooms and wider communities.</p> <ul style="list-style-type: none"> ✓ 60 percent of teachers are satisfied with their own knowledge and skills in using ICT. 100% 	<p>Teachers help the school expand ICT knowledge and skills within the local community.</p> <ul style="list-style-type: none"> ✓ 60 percent of teachers are satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning. 60% ✗ 20 percent of teachers have the ICT pedagogical Licence (Level 2 of the Smart Classrooms Professional Development Framework) or higher. 0% 	<p>Teachers support each other in making ICT integral to learning.</p> <ul style="list-style-type: none"> ✓ 60 percent of teachers agree they can access appropriate ICT to do their job well. 73% <p>The school uses efficient support mechanisms that maintain continuity of ICT services and minimise the risk of downtime.</p> <ul style="list-style-type: none"> ✓ 60 percent of teachers can access appropriate ICT support/resources to do their job. 73% ✓ 60 percent of teachers are satisfied that ICT devices are well maintained. 93% 	<p>The school has attained the current ratio of student-to-Internet-enabled-device (IED)² with network connectivity.</p> <ul style="list-style-type: none"> ✓ The school has an operational Standard Operating Environment (SOE)/MOE. YES ✓ 80 percent of curriculum IEDs are connected to the school local area network (LAN) and the Internet. 93%

	Enabling Teaching and Learning	Developing Professionals	Supporting Learners	Building Infrastructure
AAA	Teachers and the local community unite to expand outcomes for students.	The school helps its local community use ICT to engage with teachers, students and school administrators.	The school supports teachers, students and its local community in using ICT.	The school provides students, teachers and parents with 24-hours-a-day, seven-days-a-week access to school services through an operational extranet.
	<p>✓ 75 percent of teachers are satisfied with their own knowledge and skills in using ICT. 100%</p>	<p>✗ 75 percent of teachers are satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning. 60%</p>	<p>✗ 75 percent of teachers agree they can access appropriate ICT to do their job well. 73%</p>	<p>N/A An operational extranet is maintained by the school.</p>
	<p>✓ 50 percent of parents and caregivers are satisfied with online access to school and student information. 83%</p>	<p>The school helps teachers improve professional practice, enhance productivity and provide leadership in education with their peers and community.</p> <p>✗ 60 percent of teachers have the ICT pedagogical Licence (Level 2 of the Smart Classrooms Professional Development Framework) or higher. 0%</p> <p>✗ 10 percent of teachers have the ICT pedagogical Licence Advanced (Level 3 of the Smart Classrooms Professional Development Framework). 0%</p> <p>N/A 50 percent of parents and caregivers are satisfied with the support provided by the school to help them interact electronically with the school.</p>	<p>✗ 75 percent of teachers can access appropriate ICT support/resources to do their job. 73%</p> <p>✓ 75 percent of teachers are satisfied that ICT devices are well maintained. 93%</p> <p>N/A 50 percent of parents and caregivers are satisfied they can access school online resources, when required.</p>	

Notes

1. An Index Level of Not Attained indicates that a school needs to focus their ICT planning on achieving those A Level targets not yet attained.
 2. Current ratios include only desktop and laptop computers as IEDs.
 3. Schools with a ratio in the range of 1:5.0 through to 1:5.9 are regarded as meeting the 1:5.0 requirement.
- Schools attain a School ICT Index level (A, AA or AAA) after meeting all applied measures in that level.
- The Smart Classrooms Professional Development Framework measures will be factored into the determination of planning levels in 2009.

