Principal’s foreword

Introduction

2010 for Aspley Special School was a year of reflection, rejuvenation and reshaping. We reflected on our curriculum offerings and used the outcomes of this review to rejuvenate key aspects of curriculum in line with the curriculum audit recommendations. We shaped our culture of behaviour support as part of the School-Wide Positive Behaviour Support (SWPBS) process and implemented strategies to invest in our staff and manage sustained growth in our student and staff numbers. This year was also the year of significant facilities projects, especially the construction of our new hall through the Building the Education Revolution (BER) program, refurbishment of existing classrooms (Tomorrow Schools Program) and the installation of a new class block.

2010 was also a celebration of student achievement with all of our students making significant progress towards individual goals and preparation for post-school life. But above all, our students were content and happy as active participants in the learning process.

We hope you enjoy reading about our achievements in 2010.

Kind regards

Chris Lassig
Principal

School progress towards its goals in 2010

Our school had six key priorities in 2010 as outlined in our Short Term Operation Plan (STOP) within the framework of the Strategic Plan (2009-2011). Overall we made significant progress in each of these priority areas with a range of strategies implemented throughout the year resulting in the achievement of quality outcomes for students, staff and our community.
1. Curriculum – Completed an extensive ABCD review process into all aspects of our school curriculum and developed an action plan that was later shaped to reflect the recommendations of the curriculum audit. Our SET Planning process was reviewed and strategies implemented to improve quality and consistency. We further developed our gardening program and was successful in being accepted into the Stephanie Alexander Kitchen Garden project.

2. Behaviour – Completed Phase 1 of the School-Wide Positive Behavior Support (SWPBS) process and refined existing supporting mechanisms and developed new ones. A SWPBS committee was formed which drove many behaviour-related initiatives. Teachers also began entering and tracking behavior incidents using OneSchool.

3. Tracking Student Achievement – As part of the curriculum review process an assessment and reporting committee was established which developed and implemented strategies designed to improve our culture of assessment. Significant progress was made towards having consistent assessment pieces across classes as part of collaborative units of work and researching a range of diagnostic tools particularly in literacy and numeracy.

4. Managing Growth – From the end of 2007 to the commencement of 2010 our student numbers have risen from 43 to 74 with staff numbers up 65%. This year we implemented planned, deliberate strategies to ensure we were well positioned to manage current and future growth, including: managing construction of new classrooms and hall and refurbishing existing classrooms. Along with a power upgrade and construction of new fence around the perimeter of the school. Proactive recruitment ensured the maintenance of a skilled confident workforce.

5. Staff Development and Wellbeing – Our staff are our future and the strongest influence on quality outcomes for our students. In 2010, Performance Development plans were developed with most teachers which then identified key PD and training to support the achievement of their individual professional goals. In addition a staff wellbeing committee was formed (with a budget) to coordinate a range of activities to invest in the well-being of staff. These included – workshops, massages, personal development sessions, yoga, staff ‘gotcha’/awards and special presentations.

Future outlook

1. Curriculum Action Plan Implementation
   • Acquire/administer literacy and numeracy diagnostic tools to ascertain student levels and track student achievement.
   • Consolidate delivery of collaboratively developed Middle School units, aligned with the Qld Essential Learnings and Victorian Towards Level 1 curriculum including assessment pieces and agreed school-wide unit template.
   • Continue positioning for the Australian Curriculum through incorporating the draft curriculum into aspects of work units, liaising with key personnel and attending information and training sessions.
   • Implement PATH process and alignment of QCIA Curriculum and SET Plans in the Senior School.

2. SWPBS
   • Move into Phase 2 and the development of strategies both at the classroom and individual student levels.
   • Consolidate the consistent implementation of school-wide strategies centred on the Rule of 5 including units of work.

3. Development of Multi-Sensory Room
   • Research and develop Stage 1 of Multi-Sensory Room.
   • Continue fundraising initiatives, including Biennial Art & Wine Show and C4K to generate funds for the project.
4. Past Student Social e-Social Network
   • In collaboration with the Smith Family and Youth Networks Foundation (YNF) develop an online social
     network site for existing senior students and recent graduates as a means to stay connected with each
     other and the school.

5. Staff Induction Enhancement
   • Identify key induction components and assign responsibility to key staff to deliver associated induction to
     new staff.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: 8-12
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>22</td>
<td>52</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2010 our school provided educational programs for 74 students aged between 12 and 19 years of age with intellectual impairment and additional disabilities. Forty percent of students have an additional disability (autism, physical, vision and hearing impairments) with seventeen percent having multiple impairments. Many students require additional support for specialised health requirements and complex and challenging behaviours. As a result, our students require the highest level of support and adjustments to access the curriculum.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
<th>On or under target</th>
<th>Under Target</th>
<th>On Target</th>
<th>Over Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 – Year 10</td>
<td>5.5</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Year 11 Year 12</td>
<td>6.5</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>6.0</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td></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>1</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

2010 saw a significant adjustment of our curriculum structure and philosophy as a result of an extensive curriculum review process. In line with the DET Curriculum Roadmap and ACARA’s draft Australian Curriculum our Middle School classes in particular explored a range of curriculum sources to align units of work with and to drive associated assessment and evidence of student achievement. Units were developed that engaged with the draft Australian Curriculum, the Victorian Towards Level 1 (VELS) curriculum for Students with a disability and DET’s Essential Learnings. Due to the ever-changing curriculum environment, we did not lock into one curriculum source – preferring to explore a number of options as a means to position for the release of the final Australian Curriculum due for release in 2011.

In 2010 our school also developed a Curriculum Action Plan based on the recommendations of the Curriculum audit. The school performed solidly in the audit achieving a high rating in having an explicit improvement agenda and a culture that promotes learning. A low rating was received in the use of data to inform practice and for systemic curriculum delivery. Specific strategies to address these areas were contained in the action plan some of which were implemented in 2010. Key priorities highlighted in the plan included: diagnostic tools in literacy and numeracy, the Australian Curriculum, collaborative units of work, development of a culture of assessment and feedback and professional development for staff.

In addition to the strong focus on curriculum renewal, our school remained committed to our traditional curriculum offerings centred on ensuring all students leave our school, prepared for:

- engaging in meaningful activities and or employment;
- accessing the community; and
- maintaining a social network.

Individual learning areas as identified in the Senior Education and Training (SET) Plan, school units of work and class programs were complimented with a range of specialist programs designed to expose students to skills training learning opportunities. These programs not only add value to the traditional curriculum but also help ensure that our students are prepared for life after school.

These programs have been recognised with numerous educational, environmental and community awards. Aspley Special School’s innovative “Cans to Coffee” initiative has enabled all students at our school to access ongoing skills training by developing a suite of training programs and providing them on the school campus. This school-based approach has removed many of the complexities associated with traditional off-campus training and work experience and maximised transition outcomes for students.

### Extra curricula activities

- Our innovative ‘Friday Program’ including sport, hospitality, yoga, swimming, sensory activities, ICT, Band, Choir and environmental studies;
- Gardening and plant propagation;
- Performance and creative arts including performances at the 2High festival at Brisbane Powerhouse;
- Daily exercise program;
- School events including formal, celebration evening, discos, milo cup and walkathon;
- Community events including Broncos clinic, fun runs, orienteering and catchment kids;
- Visiting drama and musical performances; and
- School camps and fishing competition.
How Information and Communication Technologies are used to assist learning:

2010 saw the addition of iPod touches and iPads to our school as powerful learning and communication tools. Our focus on embedding the use of Interactive Whiteboards has continued with the acquisition of two new devices to compliment the 11 IWB’s already in use.

The school increased its number of computers in 2010 with new and refurbished devices added to our network. On average each classroom had 3.5 computers equating to a computer for each 1.75 students.

In addition we maintained and enhanced our comprehensive range of software, adapted technologies and voice output devices to support students with specific needs. An accurate register of this equipment was developed during the year.

Over $20000 was raised towards the development of a Multi-Sensory Room that will house a range of interactive devices. This project will continue in 2011 with the goal of raising $50000 to establish this valuable resource in 2012.

Social climate

Our school prides itself on providing a caring, tolerant and accepting environment for all stakeholders. A driving force behind this culture of support is our school rules – our “Rule of Five”. These five expectations permeate all aspects of life at our school and all staff and students relate to and refer to them constantly. The rules also form the basis for our extensive range of reinforcement and correction strategies.

As part of our School-Wide Positive Behaviour Support (SWPBS) we spend a lot of time ensuring students are familiar with and understand each of the five rules and can apply them to different environments and situations. A rule of the week was launched on assembly each Monday with staff wearing the colour associated with that rule. This year we also developed a set of resources and lessons to ensure that the rules were being taught and reinforced consistently across all classes. We held poster and powerpoint competitions to further showcase the rules and each class presented a role play on assembly on a rule of their choice. We even produced a Rules DVD that not only inspired the students but won an ICT Award. It is now used as part of SWPBS training throughout the region. In 2010 we paid particular attention to bullying as part of the safe, keep the space and respect rules focus and had a week of activities during our “Say No to Bullying and Yes to Respect” week.

Our school opinion survey data highlights that in 2010 we were successful in maintaining a supportive school environment – evidence of our success is demonstrated through the following parent response results:

- 3.41 (out of 4.00) rating for that their child is happy to go school;
- 3.05 (out of 4.00) rating for the behaviour of students;
- 3.18 (out of 4.00) rating for the discipline in the school;
- 3.14 (out of 4.00) that their child is treated fairly.
Overall our parents were very satisfied with our school and staff were satisfied to very satisfied in 2010. Parents believe our school strengths in 2010 lay in curriculum (3.26/4.00), Learning (3.24) and School Climate (3.15) and School-Community Relations (3.14). This good outcome could in part be attributed to our strong focus on curriculum and behaviour in 2010 as well as enhancing our communication with parents and providing numerous opportunities for them to be actively involved in their child’s education and school activities. The two main areas for continued improvement from a parent perspective were Resources (2.99) and Pedagogy (3.03). These results may have been affected by the significant works that took place during the year and associated inconvenience and along with the fact that we spent a lot of time discussing/sharing what we teach and less time and effort on how we teach (pedagogy).

Using the staff school opinion results as a guide it was evident that some growing pains were experienced associated with a significant, ongoing growth in students, staff and facilities. Our staff results were good overall but not as strong as the previous two years. This in part could be attributed to the significant change process in curriculum associated with our review process, audit and the emergence of the Australian Curriculum. In addition we were faced with a number of communication challenges associated with staff growth demanding that we refine our communication mechanisms at all levels to ensure all staff were on the same page. Lastly and without doubt staff grew tired of the sustained and constant level of facility related-work. New facilities and resources are wonderful but as they are being installed or built they cause distraction and frustration for staff. Relationships (3.06), Work Roles (3.04) and Work Value and Recognition (3.12) continue to be strong areas for our school however Physical Work Environment (2.75), Support, Resources and Training (2.84) and School Operations (2.81) are areas for improvement in 2011.

All parent survey results were well above the state mean as were most staff results.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>77%</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>86%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

This year our parents and carers were heavily involved in all aspects of our school from class special events to individual parent-teacher meetings. Parental involvement in 2010 was centred around:

Senior Education and Training (SET) Plan meetings and exchange of information – formal meetings held in February and July enabled opportunities for parents and teachers to plan and review each student’s progress. At this time the SET Plan was developed/reviewed and individual priority goals identified for the next 6 months. Templates were sent home for parents to complete to facilitate discussions.

Visits - to the school by parents to discuss their son or daughter’s progress and programs took place throughout the year. These visits and resultant discussions helped ensure that home and school were working together for the benefit of the student.
Communication Diary - Good communication is the basis of a successful partnership between home and school. We also understand that some of our students have limited capacity to relay messages etc. and so all students were issued with a Home-School Communication Diary.

Phone calls, texts and emails – Teachers used a range of communication modes to ensure that parents were kept up to date on their child’s education. For some students, especially those with medical and health issues this contact was often daily and for more able students on a needs basis.

P&C – parents were actively involved in the P&C Association that met formally each month but also had a regular presence in the school through school events and fundraising activities.

### Reducing the school's environmental footprint

Through the efforts of our students, staff and volunteers our school recycled over 600 tonnes of recyclables in 2010 through our Kingfisher Recycling Centre. These efforts significantly reduced our school’s ecological footprint and offset our carbon output. Our footprint was further reduced by electricity produced through solar panels on our pool and hospitality buildings as part of the Solar Schools program. We also reduced our food waste by collecting organic food scraps for composting and subsequent use as part of our gardening programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$38,269</td>
<td>$21,956</td>
<td>$0</td>
<td>$277</td>
<td>$6,956</td>
<td>$6,034</td>
<td>$3,046</td>
<td>120,783</td>
<td>1,040</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$34,605</td>
<td>$18,708</td>
<td>$0</td>
<td>$0</td>
<td>$6,333</td>
<td>$5,993</td>
<td>$3,571</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

% change

- % change 2009 - 2010: 11% 17% N/A N/A 10% 1% -15% N/A N/A N/A
## 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>24</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>20</td>
<td>19</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>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

- Doctorate: 4%
- Masters: 13%
- Bachelor degree: 83%
- Diploma: 0%
- Certificate: 0%
Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were $22,500.

The major professional development initiatives are as follows: Non-Violent Crisis Intervention Training, Essential Classroom Skills; First Aid and CPR; WH&S; Facilitated Communication; Spectronics and ASEAQ Conferences; Staff Wellbeing Workshops; One School Training; Assistive Technologies; Diagnostic Tools in Literacy and Numeracy; Australian Curriculum training; Leading Australia’s Schools; QSA inc. QCIA; and Stephanie Alexanders Kitchen Garden.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.
Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

<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>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>95%</td>
<td>85%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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.

In almost all instances student absences were explainable and mainly due to ill health. Due to the specialised health needs of some of our students there can be regular and extended periods of absence due to illness.
Achievement – Years 3, 5, 7, and 9

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 Aspley Special School have been diagnosed with Intellectual Impairment with over 40% having been diagnosed with an additional disability. 10% of students have multiple impairments. Due to their impairment(s) and associated reduced cognitive ability, our students did not participate in the NAPLAN Program. As such these results are not on the MySchool website. However should you wish to learn more about our school please enter the site using the hyperlink below:

http://www.myschool.edu.au/

To access our school information, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

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.
Achievement – Closing the Gap

According to data in our school’s “Closing the Gap” Report, our indigenous students have attendance and retention rates commensurate with those of our non-indigenous students. Specifically, there is a 6% difference between indigenous and non-indigenous student attendance rates and all of our indigenous students remained at our school throughout 2010.

Attainment and Achievement – Year 12

<table>
<thead>
<tr>
<th>Apparent retention rates Year 10 to Year 12.</th>
<th>100% (students only left the school due to family reasons i.e. moving out of catchment area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>100% (students only left the school due to family reasons i.e. moving out of catchment area)</td>
</tr>
</tbody>
</table>

Outcomes for our Year 12 cohort of 2010

| Number of students receiving a Senior Statement. | 9 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA). | 7 |
| Number of students receiving an Overall Position (OP). | 0 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 0 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications. | 0 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 0 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 0% |
| 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. | 0% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | |

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Number of students in each Band for OP 1 to 25.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
### Vocational Educational Training qualification (VET)

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

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

This year our school developed a plan to design and implement a Certificate 1 in Work Readiness.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 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

In 2010 no transition students left the school prior to graduation.