

Rockhampton Special School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Rockhampton Special School** from **2 to 4 November 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Jenny Hart	Senior reviewer, EIB (review chair)
Ray Hack	Peer reviewer
Claire Cheyne	Peer reviewer



1.2 School context

Location:	William Street, Rockhampton	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 12	
Enrolment:	77	
Indigenous enrolment percentage:	15.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	100 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	938	
Year principal appointed:	2018	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), 15 teachers, 12 teacher aides, nine parents, 21 students, guidance officer, literacy coach, Literacy Professional Learning Community (PLC), Positive Behaviour for Learning (PBL) team, senior schooling coordinator, administration officer, schools officer, Business Manager (BM), Speech Language Pathologist (SLP), two occupational therapists, physiotherapist, president and secretary Parents and Citizens' Association (P&C).

Community and business groups:

- Endeavour Foundation, Home Support Association (HSA), National Disability Insurance Scheme (NDIS) representative and Life Stream Australia.

Partner schools and other educational providers:

- Head of Special Education Services (HOSES) – Park Avenue Early Childhood Development Program (ECDP).

Government and departmental representatives:

- ARD and Principal Advisor – Teaching and Learning (PATaL).

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Cycle of Peer Observation
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators 2020 (interim release)	Student Support Services referral forms
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
SOS Action Plan	Balanced Literacy Plan 2020
School pedagogical framework	Professional development plans
School data plan`	School newsletters and website
School Opinion Survey 2019	Responsible Behaviour Plan for Students
Student Learning and Wellbeing Framework	Parent and Community Engagement Framework
School based curriculum, assessment and reporting framework	Induction Package and Developing Beginning Teachers Program
School Annual Report 2019	



2. Executive summary

2.1 Key findings

School leaders are driving the school's belief that every student is able to learn and achieve.

A shared commitment to establish and maintain mutually respectful relationships across the school community is apparent. Interactions with families and other stakeholders are focused on the learning and wellbeing of students. The school views parents and families as integral members of the school community and partners in student learning. Parents articulate they feel valued as part of their child's educational team, and express that they have great respect and trust in staff members of the school.

School leaders are united and committed to improving learning outcomes across the school.

Staff discuss with clarity the school improvement priorities and reflect on the journey of improvement over the past four years. They express agreement with current school improvement areas and are committed to improving their capability to achieve areas of priority.

The strategic direction of the school is well documented with a range of artefacts apparent.

The leadership team has documented a range of strategic documents aligned to the improvement agenda. The enactment of plans in the school varies over time as competing priorities emerge. Processes to build individual strategic leadership practices including the building of instructional capability are evolving. Leadership strategies to ensure full implementation of school priorities is achieved and maintained through a strong line of sight into classrooms is an area for further development.

The school is in the early stages of developing and implementing a sequenced curriculum plan that ensures consistent teaching and learning expectations.

School leaders acknowledge the significant ongoing need to build staff capability to implement the Australian Curriculum (AC). They are supportive of the establishment of a curriculum committee to inform the design of curriculum delivery in the school, support capability development and to provide a line of sight into classroom practice.

Staff are familiar with the school's teaching and learning expectations as documented in the teachers' guide.

Teaching staff members are developing their skills and capability to understand and implement the AC and school assessment and reporting processes. They acknowledge the need to continually develop their knowledge and capability to deliver the AC for every student.



The school is growing in student enrolment, increasing the number of teaching staff across the school.

The school leadership team is committed to developing staff member capability in meeting the requirements of a changing cohort of students. Teachers articulate they would value further opportunities for teams of teachers to work together to foster collaboration and capability development.

School leaders and staff have a strong moral purpose to meet the education and wellbeing needs of all students.

Staff members display a strong belief in students' ability to learn when provided with the appropriate learning opportunities and the required supports. Staff work hard to know and understand each student. There is an expectation that teachers will document differentiated teaching strategies for individual students. This practice is emerging in the school.

The school prioritises the building of staff capability to understand student achievement with a focus on formative and summative assessment.

Curriculum moderation processes are commencing in the school with plans in place for in-school and external moderation. Processes to establish moderation protocols and practices are in the early stages of development and implementation.

The school communicates that the education of students is a joint responsibility shared by the school, parents and the broader community.

The school has a motto of *'Learning together for a diverse community'*. The school community has high regard for the staff and programs at the school. The school has developed partnerships that enhance the learning and wellbeing of students and their families.

Parents comment that they feel welcome in the school and are appreciative of the cooperative and caring manner in which staff members interact with them and their child.

Parents speak highly of the way school leaders listen to any concerns they have and act supportively to build trust and confidence between families and teachers. Parents express confidence in the school's leadership and the current direction of the school.



2.2 Key improvement strategies

Enhance the strategic and instructional leadership of all leaders to document, design, implement and evaluate key priority areas of improvement with clear lines of sight into classroom practices.

Establish a curriculum committee to guide and support the full implementation of the school's curriculum, assessment and reporting framework (CARF) across all years of schooling.

Prioritise professional learning opportunities to build the capability of teachers to understand and implement the AC to meet the diverse learning needs of students.

Develop strategies to enable teachers to meet regularly to share resources and practices that are aligned to school improvement priorities.

Ensure that curriculum planning meetings allow for teachers to discuss and document the differentiated strategies required for students to access and achieve units of work.

Schedule moderation activities within and external to the school to build the capability of teachers to accurately assess and report on student achievement.