Rockhampton **Special** **School**

Learning together for a diverse community

Rockhampton Special School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

The Rockhampton Special School offers access to the Australian Curriculum for students with an Intellectual Disability and Multiple Impairments. Our motto is 'Learning together for a diverse community'. Our Vision is: Every Student Achieving Success in Life. Rockhampton Special School also provides an educational service to school aged patients, and children or siblings of patients at the Rockhampton Hospital. Rockhampton Special School staff members include experienced special education teachers and teacher aides, clinical nurses, therapists, Business Manager, administrative personnel, school's officer, cleaners, Head of Curriculum, Deputy Principal and Principal. The school facilities include a hydrotherapy pool, multi-sensory room, living skills room, manual arts and two buses. A large quantity of specialised equipment has also been purchased to support the individualised student programs.

School progress towards its goals in 2018

- Embed observation and feedback processesto improve teaching practices and student outcomes

The leadership team conduct regular classroom observation and feedback sessions. This year, the school implemented a new process of peer to peer observations where teachers were released to observe and feedback on the practice of teachers within the school. A framework was developed for this to be enacted and will will continue into 2019 with a focus on moving to peer and peer observations with observations occurring with groups of teachers.

- Develop and implement a whole school data plan and develop the data literacy of all teacheres to inform curriculum and pedagogical decision making to improve student outcomes

The whole school data plan is embedded and gathers individual student data from a range of resources. Developing authentic wellbeing data for students continues to be an area of progress. There is consistency of data collection for all teachers. Individual student data is a focus of planning conversations and the student lens for data informed decision making will be a priority for 2019.

- Building staff capacity to ensure succession and continuity of successful practices in literacy

The Master Teacher action plan focused on developing teacher capabilities of the implementation of 'Four Blocks Balanced Literacy Program' to ensure this was embedded and consistent practices were implemented across the school.

Future outlook

Improvement Priorities for 2019

- Build an assessment culture repsonive to the needs of learners so that teachers plan and implement assessment to monitor and gather evdience of student learning and achievement.
- Embed observation and feedback processes to encourage personal reflection and discussion of classroom pedagogy to improve teaching practices and student outcomes.
- Build staff capacity to succession and continuity of succesful practices in literacy.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	66	61	63
Girls	25	24	23
Boys	41	37	40
Indigenous	7	8	11
Enrolment continuity (Feb. – Nov.)	93%	93%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our student body is comprised of a diverse regional geographic area including Rockhampton, North Rockhampton, Mount Morgan, St Lawrence, Gracemere and the Capricorn Coast.

100% of students at the school have an Intellectual Disability. A large focus for student engagement is improving communication for students. This is achieved through the use of individual Pragmatic Organisational Dynamic Displays (PODD) and through the teaching of AUSLAN

The school has a population of 22.2% indigenous students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	5	6	5
Year 4 – Year 6	6	7	6
Year 7 – Year 10	7	6	7
Year 11 – Year 12	6	7	8

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Our school implements the Australian Curriculum with modifications to ensure students can access the Australian Curriculum at their appropriate level.
- Over 50% of our students are working within the Extended General Capabilities through the development of Highly Individualised Curriculum Plans. Other students in Prep – Grade 10 have Individual Curriculum Plans (ICP). Year 10 – 12 students have a Secondarty Transition Plan (SET) and Year 11 – 12 students have a QCIA Curriculum Plan.

- Reporting to parents occurs twice per year.
- This year the school has implemented AUSLAN as part of our Languages program and students access a Manual Arts program at the school.

Co-curricular activities

- Rockhampton Special School partners with The Cathedral College in a 'Friendship Group' outside of school hours to foster friendships and develop disability awareness within the local community.
- Through Life Stream our school participates in sporting events with Rockhampton North Special School.
- We clebrate ANZAC Day through a whole school parade and participate in the community ANZAC Day march.
- We partner with a variety of organisations for access to Work Experience opportunities for our students including Mercy Linen, Endeavour, Meals and Wheels, Coles and local child care centres.
- Post-schooling options are provided through organisations such as HAS, CPL day service activities and access to local facilities such as Schotia Place.

How information and communication technologies are used to assist learning

At Rockhampton Special School we embrace technology as a way for our non-verbal students and those with complex communication needs to access the Australian Curriculum and develop communication skills they can use within their community. These devices include Tobii Eye Gaze, Proloquo-2-Go, PECS, and PODD communication devices.

All students have access to computers and iPads to enhance their participation and access to the curriculum.

A focus on the appropriate use and safety of social media is embedded within the Secondary and Transition classrooms.

Social climate

Overview

Rockhampton Special School strongly promotes good communication between staff and parents/caregivers to enhance a team approach to develop best outcomes for our students. The safety of all within this school environment is continually monitored and adjusted when needed. The latest school survey indicates that parents, students and staff feel our school is a safe place.

Our school is a Positivie Behaviour for Learning (PBL) school which means that we focus on proactive strategies and implement a schoolwide focus on teaching behavioural expectations. mascots Ravi and Riva are very well accepted as our mascots for our PBL framework. All staff recognise responsible, respectful and safe behaviours by awarding students with Ravi and Riva tickets that are then placed into our PBL barrel and drawn for special commendation for good behaviour at every assembly. When students reach key junctions within this program they are rewarded from our Ravi and Riva prize cupboard. Support from our P&C has been integral to the ongoing success of PBL across our school site.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	88%
• their child is making good progress at this school* (S2004)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	83%	75%
• this school works with them to support their child's learning* (S2010)	100%	83%	75%
• this school takes parents' opinions seriously* (S2011)	100%	83%	63%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	91%	93%
• they feel that their school is a safe place in which to work (S2070)	97%	91%	86%
• they receive useful feedback about their work at their school (S2071)	90%	78%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	100%	95%	93%
• student behaviour is well managed at their school (S2074)	100%	95%	86%
• staff are well supported at their school (S2075)	90%	78%	72%
• their school takes staff opinions seriously (S2076)	85%	85%	69%
• their school looks for ways to improve (S2077)	100%	100%	90%
• their school is well maintained (S2078)	79%	87%	93%
• their school gives them opportunities to do interesting things (S2079)	90%	83%	90%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Rockhampton Special School we encourage parents and the local community to be actively involved with the school. This school has firm relationships with other regional disability groups to share expertise and services across sites.
We hold an Open Day and Multicultural Day we also celebrate student achievements at our school parades each week. Parents are also invited to attend special events and services throughout the year such as, ANZAC Day, School Leaders Induction Ceremony and celebration events.
Our P&C is heavily supported by local community groups. Our school newsletter is sent both in hard copy and digitally to local community groups. It is also available on our school Website.
When composing Individual Curriculum Plans for our students, parents and care-givers are involved in the process. Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.

From our School Opinion Survey, we have prioritised our focus for increasing our online presence through creating a Facebook page for the school.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.
We are a 'Positive Behaviour for Learning' (PBL) school and our school-wide expectations on behaviour are connected to all contexts within the school. Students are able to confidently discuss the school expectations clearly and participate in activities related to these expectations regularly. The school expectations and PBL weekly focus is communicated with parents and the wider community through the newsletter. Our school mascots Ravi and Riva, are well respected and accepted by the school community.
We celebrate positive behaviour with rewards each week at our school parade and provide 'on the spot' recognition with Ravi and Riva tickets that go into a barrel draw each week. Students are also recognised through reaching milestones with the amount of awards they receive.
Students who present as at risk are reported as per Department of Education procedures. The school holds Student Services meetings each fortnight where teachers have the opportunity to discuss individual student concerns and to create actions and implement strategies discussed agreed upon by the committee. The school also has a Complex Case Management process for students who display extremely complex and challenging behaviours. The Complex Case Management process involves individual student fortnightly meetings with key stakeholders including community agencies, guidance officer, teacher, leadership team and parents.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	13	14	9
Long suspensions – 11 to 20 days	1	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In order to decrease the school's environmental footprint we have in place photocopying limits for all staff. Teachers are encouraged to make reusable resources rather than photocopying daily. If a venue that is highlighted for a community access activity is within walking distance, staff and students are encouraged to walk instead of driving a school vehicle.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	132,454	155,273	141,311
Water (kL)	4,066	3,935	4,110

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	22	<5
Full-time equivalents	17	15	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	7
Graduate Diploma etc.*	2
Bachelor degree	9
Diploma	1
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $20 345.35.

The major professional development initiatives are as follows:

- Building teacher capability in implementing Four Blocks Balanced Literacy Framework
- Peer mentoring
- Literacy Intensive Professional Development
- Observation and Feedback cycles

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	85%	87%	84%
Attendance rate for Indigenous** students at this school	83%	87%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

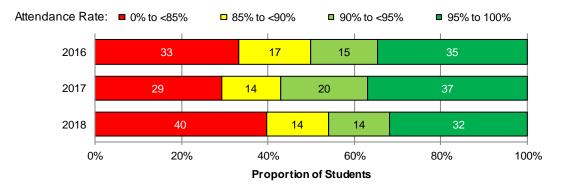| Year level	2016	2017	2018
Prep	89%	88%	88%
Year 1	88%	90%	88%
Year 2	82%	88%	DW
Year 3	94%	84%	90%
Year 4	44%	98%	DW
Year 5	89%		89%
Year 6	84%	95%	DW

Year level	2016	2017	2018
Year 7	82%	90%	91%
Year 8	87%	84%	89%
Year 9	87%	70%	73%
Year 10	88%	84%	69%
Year 11	82%	90%	84%
Year 12	88%	85%	84%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	33	17	15	35
2017	29	14	20	37
2018	40	14	14	32

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

The school has procedures in place to manage attendance requirements including

- Implementation of ID Attend and same day SMS notification to families.

- Class rolls are marked twice each school day. This data is entered on OneSchool.

- If a student is absent for more than three days without the school being informed, a school representative will contact the family. If a student is absent for 10 consecutive days and attempts are made to contact the family, Rockhampton Special School follow the Department of Education Policy Guidelines pertaining to absenteeism.

- Students with school refusal are referred to the Student Services Committee and are progressed to Complex Case Management where fortnightly meetings are held at the school to implement strategies and monitor attendance.

NAPLAN

No students from Rockhampton Special School participated in NAPLAN in 2018.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	10	6	8
Number of students awarded a QCIA	10	6	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12		0%	
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP		0%	
Number of students awarded one or more VET qualifications (including SAT)	4	1	1
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	1
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	40%	17%	13%
Percentage of QTAC applicants who received a tertiary offer.			

Description	2016	2017	2018

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	4	1	1
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

VET Qualifications completed by our students: Certificate 1: Access to Vocational Pathways

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		82%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		50%	

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Early school leaving prior to the end of students' academic years has not been an issue for Rockhampton Special School.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.rockhampspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx