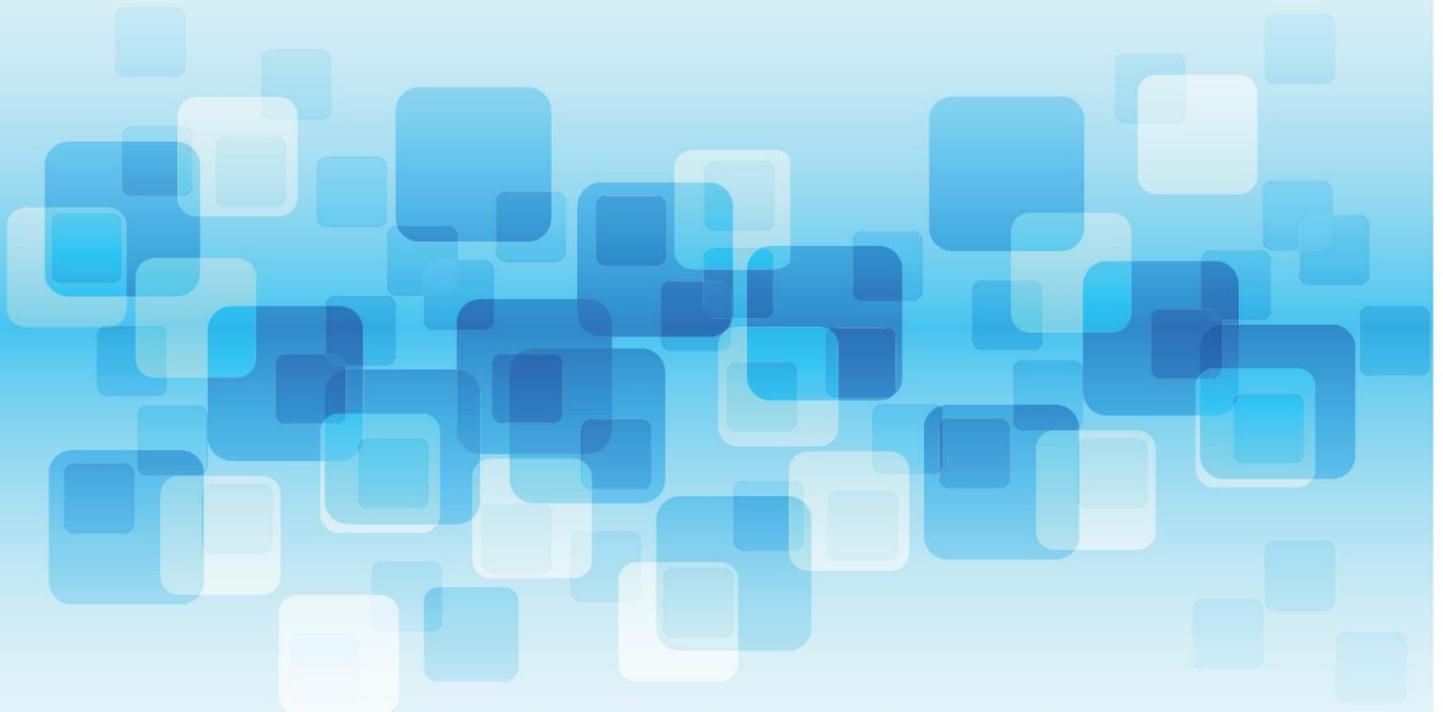




School Improvement Unit Report

Rockhampton Special School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at **Rockhampton Special School** from **22 to 24 August 2016**. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	William Street, Rockhampton
Education region:	Central Queensland Region
The school opened in:	1975
Year levels:	Prep to Year 12
Current school enrolment:	67
Indigenous enrolments:	7.0 per cent
Students with disability enrolments:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2012
Number of teachers:	18.41 (full-time equivalent)
Nearby schools:	Rockhampton North Special School, Allenstown SS, The Hall SS, The Cathedral College
Significant community partnerships:	Friendship group with the Cathedral College, Work Experience placements with Endeavour Foundation, Mercy Linen Service, Meals On Wheels, Coles Supermarket, Childcare, Leisure Options with Cerebral Palsy League, Riding for the Disabled, Park Avenue State School Early Childhood Development Program.
Significant school programs:	Four Blocks Literacy program, Functional Literacy and Numeracy, Life Skills, Hydrotherapy, Manual Arts, Intensive Interaction, Work Experience, Leisure Options



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, acting deputy principal, acting Head of Curriculum (HOC) and master teacher
 - Principal supervisor
 - Regional mental health and wellbeing officer and principal education officer - student services
 - Guidance officer
 - 13 teachers, hospital teacher
 - 15 teacher aides
 - 19 students, including four school captains
 - Speech Language Pathologist
 - Business Services Manager (BSM), administration officer
 - Parents and Citizens' Association (P&C) president, vice-president, secretary, and treasurer
 - Four parents
 - Acting Principal Rockhampton North Special School
 - Two community representatives - Endeavour Foundation and Riding for the Disabled

1.4 Review team

Ric Day	Internal reviewer SIU (review chair)
Sue Omar	Peer reviewer
Garth Hunt	External reviewer



1.5 Supporting documentary evidence

Annual Implementation Plan 2016	School Opinion Survey
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (15 May 2016)	School Data Profile (15 Aug 2016)
OneSchool	School budget overview
Professional development plan 2016	P-12 Curriculum, assessment and reporting framework 2016
Curriculum planning documents	Whole-school learning area plans
School pedagogical framework	Professional development plan 2016
Responsible Behaviour Plan for Students	School newsletters and website
2016 EATSIPS Implementation Plan	2015 School Annual Report
School Attendance Policy	Policies and procedure folder
Staff handbook	Handbook for parents and carers
Developing Beginning Teachers through Lead Mentoring Program	Induction Program 2016 and Induction Handbook for teacher aides
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2. Executive summary

2.1 Key findings

- The school has a clear set of whole-school expectations for student behaviour; be responsible, be respectful, be safe.

The school has a deeply embedded commitment to Positive Behaviour for Learning (PB4L) as the framework to develop a school-wide, shared responsibility for student management, and to foster a culture that promotes learning. Students are able to state the rules and can explain the whole-school reward system. Ravi and Riva awards are highly regarded by students.



- The school leadership team, teaching and support staff are committed to finding ways to improve the learning outcomes for every student at the school.

The school's Explicit Improvement Agenda (EIA) is identified in the Annual Implementation Plan (AIP) 2016. The AIP identifies three priority areas for improvement. Targets focusing on student achievement levels are not yet developed. All staff members are able to articulate the key improvement priority. The other two priorities are less consistently known and understood.

- School leaders demonstrate their belief that reliable and focused data is critical for planning for individual student's needs.

The school prioritises the development of teacher expertise in data collection and analysis to inform effective teaching and learning. The understanding and use of data analysis is varied across the school. Data is used to identify starting points for teaching, and to monitor student's learning over time to enable consistent and evidence-based programming for individual needs.

- School leaders recognise that developing the teaching and support staff into an expert and coherent teaching team as essential to improving student learning outcomes.

School leaders demonstrate instructional leadership through regular classroom visits to ensure a focus on student learning. The school leadership team are actively involved in working with teachers to provide feedback. A differentiated observational feedback program provides ongoing pedagogical coaching for teachers. The implementation of the school's literacy program is a focus for observational feedback.

- The school has effective and flexible processes to identify and respond to student needs.

The school is utilising its teaching workforce in a flexible manner to maximise the impact of staff expertise. A range of specialist teachers are engaged across the school. The loss of staff members with specialised expertise has had an impact on the implementation of key programs.

- Positive and respectful relationships exist between staff members, students, parents and community members.

Staff members, parents and community report a positive welcoming and supportive atmosphere exists within the school. Staff members consistently indicate that they enjoy working together. The school motto '*Learning together for a diverse community*' is enacted across the school community.



- The school has strong sustainable partnerships with the local community to improve the opportunities and outcomes for students.

The school partners with parents and families, other education institutions, local business and community organisations to enhance student learning and encourage understanding of disability in the local community.

2.2 Key improvement strategies

- Develop and communicate the EIA with all staff and community members.
- Develop and implement a whole-school data plan and develop the data literacy of all teachers to inform curriculum and pedagogical decision making.
- Embed observational feedback processes to encourage personal reflection and discussion of classroom pedagogy.
- Build the capability of key staff members to ensure succession and continuity of successful practice in priority areas.