Rosella Park School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Queensland Government

Contact Information

Postal address:	PO Box 1145 Gladstone 4680
Phone:	(07) 4976 8333
Fax:	(07) 4976 8300
Email:	principal@rosellapkspecs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Kate Russ - Principal

School Overview

Rosella Park School provides a friendly and caring environment where students are encouraged to do their best in a vibrant and engaging atmosphere. The school provides a specialised and challenging curriculum in a supportive environment for students with moderate to severe intellectual impairments, whose ages range from six to eighteen years. A number of students have multiple impairments.

Rosella Park School places emphasis on holding high expectations for our students while providing authentic learning experiences that provide opportunities to grow in knowledge and skills through 'doing'. Our purpose is to achieve the best possible educational outcome for each student with programs that promote improved communication, improved social competencies and improved personal independence. All teaching and learning programs are informed by the Australian Curriculum and programs implemented and monitored by a team of dedicated and qualified educators and therapists.

The following values are seen as central to the life of the school community: **R**espect, **P**ositive and **S**afe. These values underpin our school mission of "Rising to the Challenge", and in turn drive the actions of all our school family members: staff, parents, students and the wider community.

Principal's Foreword

Introduction

The following report provides an insight into the achievements of Rosella Park School in 2016. This report may be obtained from our school website (http://rosellapkspecs.eq.edu.au) or in hard copy from our school administration office on request.

School Progress towards its goals in 2017

Key goals in 2016 in response to school and systemic data included:

- *Improve Reading and Writing using Four Blocks Literacy*
  - Targeted teaching of the Four Blocks of Literacy for the first 2 hours of each day in every classroom.
  - All students with complex communication needs will use AAC systems across the school day
- *Data*
  - Systematic collection of data
  - Analysis and discussion of data
- *Building Capability*
  - Improve practices across the school through feedback and/or self-reflection

We are pleased to report that during 2017 Rosella Park School made significant progress towards all of the Target goals outlined in the Annual Implementation Plan. Four key examples of this progress included:

1. Balanced Literacy continued to be enacted in all classrooms for 2 hours a day, 5 days a week. Students continued to be highly engaged in literacy for these sessions, and the data collected indicated that all students demonstrated improvement in at least one area of the Four Blocks Literacy model, with many exhibiting improvement in all 4 areas of balanced literacy.

2. The school's goal for ensuring every student with complex communication needs has a system or mode of communicating with others continued. Longitudinal data can now be reflected on, as 100% of students are plotted on our school based communication continuum, as per a checklist completed every semester. This has occurred over a 4 year period now. Proloquo-2-go and PODD continue to be the 2 main systems that students with complex communication needs are using, however we do have a number of students that are being exposed to key word sign and/or PECS. Eye Gaze as an access tool is being heavily focused on for a number of students with multiple impairment. Many of the students now have their own device that they use, and all staff have access to either a low tech or high tech version of the communication systems to use in modelling effective communication across the school day.

3. Data driven decision making was a focus for all decisions related to student learning in 2017. Case management meetings with a focus on problems of practice related to student learning occurred each fortnight, with data as the driver for these discussions. Data was also the foundation for discussions at PBL meetings and Student Support Committee Meetings.

   Moderation that ensures teachers' judgments of standards achieved by students are comparable within an area of learning occurred twice, leading into the reporting period. Moderated work against guides to making judgements and success criteria occurred within this process. Students that required teaching and learning programs at a prep level or above undertook the C2C assessment tasks. Students with individual learning expectations in the General

Capabilities had ongoing data collected in digital form and anecdotal records. This data was collated and moderated. Data was also collated in the transition cohort to satisfy QCAA requirements, that linked to the QCIA.

4. All staff professional development was aligned to the annual improvement plan, with a focus on balanced literacy and effective data collection to drive decision making processes linked to student learning. The Rosella Park School Capability Framework was developed in 2016 continued to be enacted in 2017. This framework provided a platform for staff coaching and feedback through processes such as 'Watching others Work' (WOW), peer observations, competency checklists, direct formal feedback, coaching and mentoring. The document stated minimum expectations for participating in the feedback processes to aid self-reflection, as well as other options should staff want to further reflect on their current practice.

The school also made a HR decisions to create 2 lead teacher positions, with a focus on balanced literacy. These teachers were able to be in classrooms to model practice, provide advice on strategies/activities for specific students and create resources to support the teachers.

Future Outlook

The Rosella Park School Annual Implementation Plan for 2018, in conjunction with systemic is based on staff 'KNOWING THEIR LEARNERS and answering the following questions:
What do you need to be doing to ensure your learners are successful?
How do you know what you are doing is having an impact on student learning?

The 4 areas of Improvement linked to above statement are:

- ***Embed effective Literacy programs in classrooms that reflect individual student assessment results and links to the Australian Curriculum***
- ***Build capacity of staff to model all modes of AAC and continue to support the students with complex communication needs to access their robust communication system all day every day.***
- ***Embed evidenced-based sensory integration strategies in classrooms to support the individual learners***
- ***Further build capacity of teachers to understand the Australian Curriculum and Guide for Individual Learning (GIL), and how the identification of goals within an Individual Curriculum Plan/Senior Education and Training (SET) plan aligns with an effective teaching and learning program and appropriate assessment of student learning.***

Queensland
Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	71	26	45	6	96%
2016	69	27	42	4	94%
2017	75	32	43	7	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Rosella Park School is a co-educational campus providing individualised educational programs for students with a disability aged between 5-18 years (Years 1-12). Rosella Park is the only school exclusively for students with an intellectual impairment within a 125km radius and only one of four in the Central Queensland region. Students come to Rosella Park School from the broader Gladstone region including: Calliope; Mount Larcom and Tannum Sands. Classes are determined by the age of students, taking into consideration the individual learning needs of the students, and the data we have on their levels of achievement. Students are generally placed in one of four cohort levels: Junior (5-8 years); Intermediates (9-12 years); Senior (13-15 years) and Transition (16-18 years). Students are required to have a verified diagnosis of an intellectual impairment to be able to enrol at Rosella Park. A number of the students attending our school have a dual diagnosis, with many having an intellectual impairment and an Autistic Spectrum Disorder. We also support students with hearing impairments, physical impairment and speech impairments.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
All teachers use the Australian Curriculum to plan, whilst referring to a range of resources such as C2C SWD documents, the literacy continuum and the communication matrix to inform the specific teaching and learning cycle. All cohorts moderate student work against Guides to Making Judgements (GTMJ), using assessment tasks and individual student portfolios .

Queensland
Government

All students have an Individual Curriculum Plan to support learning, which became expected practice in 2015. These plans inform the classroom programs, and are assessed and reported on each semester.

Students aged fifteen to eighteen have a Senior Education and Training Plan (SET Plan) which are reviewed twice a year. All students have access to community programs. Our secondary school age students have access to work experience and TAFE courses. All transition students have a QCIA Curriculum Plan which is the forerunner to their receipt of a Queensland Certificate of Individual Achievement at the end of their schooling.

Balanced Literacy is the selected pedagogy the school uses to teach literacy to students at all age levels across the school.

Co-curricular Activities
- Swimming lessons
- Camps
- PCYC programs
- Sports carnival
- Community Access Programs
- Vocational Work Experiences
- Physiotherapy, Occupational Therapy and Speech Therapy

How Information and Communication Technologies are used to Assist Learning
Computers and assistive technology are used for a variety of purposes across all sectors of Rosella Park School. Each classroom has at least two desktop computers for student access to conduct research, complete assignments and learn relevant ICT skills.
Students are able to engage in online activities through educational resources including the Learning Place and develop their communication skills via email.

A number of students use adaptive technology to access computers and to increase their communication abilities. Assistive technologies include: communication devices; keyboards; switches; switch adapted toys; and large keyboards. Access to this equipment allows all our students to engage rich learning experiences.

All classrooms have access to an interactive whiteboard, which are used within all teaching and learning programs across the week to engage the students and present the curriculum content in an interactive and supportive way.

The school now owns 38 computer tablets, which in our context are currently iPads. We have looked very closely at the use of tablets in the classroom environment, and have conducted professional development around using these tools to support engagement with the curriculum, or to exist as a communication device for individual students.

Transition students develop independent living skills through the guided use of mobile telephones for communication purposes and ATM cards to manage their finances.

Cameras, presentation software and movie editing software are extensively utilised to enhance units of work and related activities implemented across the school.

Teachers are provided with CFT laptops, and ongoing professional development sessions are provided to assist them to integrate ICT into curriculum programs. We have an ICT committee that oversees infrastructure and equipment. The school has spent considerable funds on purchasing site licences for the most suitable student software, as well as monitoring and adhering to the replacement schedule for technologies around the school, ensuring we have current and efficient hardware for the students and staff.

Social Climate

Overview
It is important to staff at Rosella Park School that our students feel safe and secure at school and recognise the school as a place they belong to. Rosella Park School has a positive school climate where each day everyone is 'Rising to the Challenge'. All staff implement positive behaviour support strategies that encourage the development of positive relationships and appropriate interactions between students. This is a part of the school's implementation of Positive Behaviour for Learning (PB4L). The school has a committee and external coach which oversee the school's implementation of SWPBS strategies. Staff across the school work together to develop the behavioural, social and emotional skills that will lead to the execution of positive interactions and relationships between students. Rosella Park School is a place where every child can learn and that is learning is recognised and celebrated in a variety of ways.

Data from the School Opinion Survey indicates that students are very happy to attend Rosella Park School. The data also indicates that 100% of parents are satisfied with the school.
The data also suggests that 97% of staff feel that they enjoy working at this school.

We do not have a chaplain based at the school.

Queensland Government

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	90%	88%	100%
this is a good school (S2035)	95%	100%	100%
their child likes being at this school* (S2001)	90%	88%	100%
their child feels safe at this school* (S2002)	90%	100%	100%
their child's learning needs are being met at this school* (S2003)	85%	88%	100%
their child is making good progress at this school* (S2004)	85%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	100%
teachers at this school motivate their child to learn* (S2007)	90%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	90%	100%	94%
this school works with them to support their child's learning* (S2010)	95%	100%	94%
this school takes parents' opinions seriously* (S2011)	90%	100%	94%
student behaviour is well managed at this school* (S2012)	90%	100%	94%
this school looks for ways to improve* (S2013)	95%	100%	100%
this school is well maintained* (S2014)	85%	88%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
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)			

Staff opinion survey

Queensland
Government

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	97%	98%	94%
they receive useful feedback about their work at their school (S2071)	92%	93%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	82%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	98%	93%
student behaviour is well managed at their school (S2074)	100%	93%	84%
staff are well supported at their school (S2075)	97%	91%	94%
their school takes staff opinions seriously (S2076)	89%	96%	94%
their school looks for ways to improve (S2077)	97%	100%	97%
their school is well maintained (S2078)	87%	73%	97%
their school gives them opportunities to do interesting things (S2079)	95%	98%	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.

Parent and community engagement

Rosella Park School maximises opportunities to include parents in their child's education and school-related decision-making. The school has an active and committed P&C that works closely with staff and school administration. Communication between parents and teachers occurs on a daily basis through the students' communication books. Formally, staff meet with parents twice a year to review the students' Individual Curriculum Plans and discuss the student's individual progress. Informally, staff meet with parents at various times throughout the year according to the needs of the child. Parents are also invited to come to the school for various activities throughout the year, including weekly parades, sports events and other occasions to celebrate their child's achievements.

Monthly school newsletters are also utilised to showcase classroom achievements and activities, to keep parents informed and advertise opportunities to get involved with school-related activities. We also showcase news events and school achievements on our school website.

Respectful relationships programs

Rosella Park School refer to the Health and Physical Education area within the Australian Curriculum to inform classroom programs, as well as the Daniel Morcombe support materials and Family Planning documents.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	8	12	20
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	1	0

.

Environmental Footprint

Reducing the school's environmental footprint

Queensland
Government

Staff at Rosella Park School were united in their efforts to reduce unnecessary use of electrical appliances, such as air conditioners and heaters, to balance out the increase in the size of the school and different ICTs. Students and staff are actively engaged in recycling and composting programs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	83,225	6,123
2015-2016	88,972	4,965
2016-2017	90,965	8,878

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

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

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	20	30	0
Full-time Equivalents	19	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	18
Diploma	
Certificate	

*Teaching staff includes School Leaders
**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 2017 were $80, 342

The major professional development initiatives are as follows:

- The leadership team continued to access a coach to focus on establishing a high performing leadership team, with the focus on establishing a high performing school.

- The leadership team continued its alliance with the 4 other special schools in CQ region, namely the CQ Special School Alliance, to foster ongoing collegial support and address issues associated with regional isolation.

- The school continued its membership with SECC which enabled teachers to access relevant professional development specifically designed for special educators at a reasonable subsidised cost.

- All staff were involved in Code of Conduct and Student Protection Training.

- A consultant was engaged to support all staff in the implementation of a balanced literacy approach to teaching literacy.

- Technology continued to be a focus with staff accessing professional development in the areas of Clicker 6, boardmaker, ipads, eyegaze and switching.

- Communication focus also saw staff attending workshops on aided language stimulation, PODD and PECS

- Curriculum implementation was another focus area, with staff attending professional development offered by QCIA, QCAA and Oneschool, as well as workshops on science education, Individual curriculum plans and reporting.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)

Queensland Government

Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	76%	80%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Special schools was 88%.
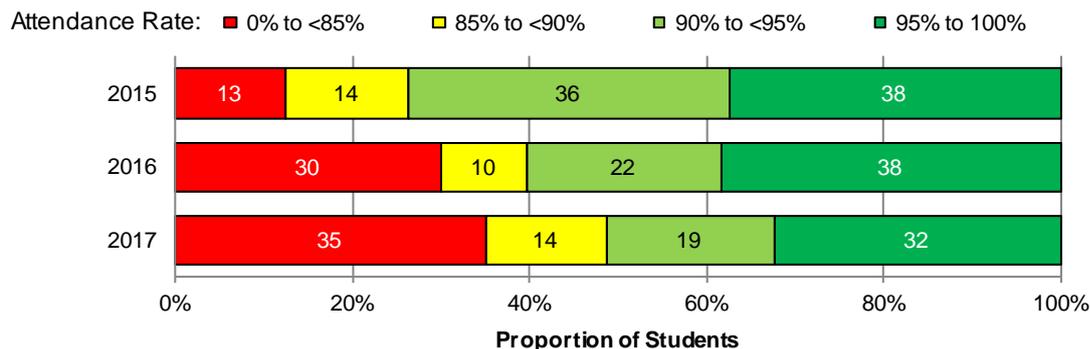
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	78%	95%	85%	95%	94%	96%	88%	92%	93%	92%	94%	84%	93%
2016	DW	76%	90%	82%	90%	95%	97%	93%	88%	86%	78%	92%	86%
2017	91%	95%	93%	87%	60%	89%	93%	91%	91%	80%	84%	74%	89%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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%
2015	13	14	36	38
2016	30	10	22	38
2017	35	14	19	32

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Non-attendance at the school is generally not an issue for management. Most students attend regularly. Long student absences sometimes occur due to illness related to disability or post-surgery related to student's impairment. If students are away and the absence is unexplained a text message is sent out on the same day. If the school has not been contacted after 3 days, a phone call is made by classroom or office staff.

In situations where students are involved in complex situations, a range of complex case management strategies are used to support the young student to engage with school. On occasion, a negotiated attendance plan can be used if agreed to by all parties.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	7	6	6
Number of students awarded a Queensland Certificate of Individual Achievement.	7	5	6
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
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 Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
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%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	0	0	0
2016	0	0	0
2017	0	0	0

As at 14th February 2018. The above values exclude VISA students.

3 students began a certificate course in Accessing Vocational pathways. These are being continued and will be completed in 2018.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			114%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.rosellapkspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Queensland
Government