Red Hill Special School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Red Hill Special School is an DET school located 5 kilometres from the Brisbane GPO.The school provides highly adjusted and individualised programs for students with complex educational support needs. At Red Hill Special School educational teams provide programs for children and students with multiple impairments or a primary diagnosis of intellectual disability. Some students may also have highly specialised health conditions. Our school campus comprises both the Special School and an Early Childhood Development Program (ECDP).The ECDP caters for children from birth to prep age with a disability or suspected disability. The main school is structured around our Early Years, Middle Years,Junior Secondary and Senior Phases of Schooling. Students progress through each phase for up to 24 semesters of compulsory aged schooling. Students are organised into class groups based upon age, maturity,social /emotional needs and individual curriculum needs. Class sizes average 5-6 students. The guiding principle for our school is:all children have an inalienable right to an education.We achieve this through a transdisciplinary approach , using the Australian curriculum, which caters to all ability groups,taking into consideration their range of individual needs and abilities. Our staff work collaboratively,with special education teachers,teacher aides,therapists,nurses,Guidance Officers,ancillary staff,volunteers and the administration team to provide learning experiences for students. At Red Hill Special School we value and provide a Multisensory Approach to curriculum delivery. Programs address the various phases of learning and individual needs. Communication is a priority for all student planning,teaching and learning. At Red Hill we promote the rights of students to participate, to make decisions and to exercise control over their environment. We involve parents, caregivers and members of the wider community in the educative process.

Principal's Forward

Introduction

This report provides an overview of Red Hill Special School's activities and progress throughout the 2016 school year and directions for 2017. Staff continue to strive to provide quality education that delivers opportunities for all our students to succeed

School Progress towards its goals in 2016

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Key Priorities/Activities	Progress
Implementation of Australian Curriculum for the Multi-sensory learner	Key Teachers (Literacy and Communication) supporting teachers implement literacy (writing) for students with multiple impairments
	Key Teacher (Numeracy) expanding general capabilities to assist teachers planning in this area & developing numeracy language for use with whole school communication system - PODD
	Further development of assessment tasks literacy and numeracy within the general capabilities
	Beginning moderation cross sectors within the school
	Identification of alternate pencils for students developing and recorded
	Collection of data literacy and numeracy ongoing, documented for all students and visible through whole of school data wall.
Communication to access curriculum	PODDs, Chat Now boards and YES/No cards used by all throughout the school
	Through Investing for Success funding, continued engagement of an SLP to work collaboratively with parents, teachers and identified students to assess, establish individual communication systems and model strategies for implementation of communication system. Communication systems identified and implemented for targeted students. Data explicitly visible on whole of school data wall.

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	Refinement, development, purchase and production of school PODD for use by all staff to explicit teaching across all environments with students
	Professional development for parents (collaboratively with therapists, DET and private) offered to develop a consistent communication system for their child
An expert teaching team	Engagement of consultant to work with school in the area of literacy (specifically writing for 2016) incorporating communication
	Support and professional development to key teacher (numeracy) in developing and extending general capabilities numeracy
	Through ATPR individual teacher identified skills to promote school improvement priorities, professional development opportunities provided internally and externally. Communication
	Teacher presentations at state conference QASEL

Future Outlook

The future outlook for the school is exciting as staff continue to develop work with the Australian curriculum for the all learners at Red Hill Special School. Our continued priority within our work is development of individual communication systems for all students.

School Improvement Priorities 2017

Priority	Actions
School Curriculum-Literacy & Numeracy	Teachers use data to inform targeted intervention
	Develop assessment & resources for students identified at General Capabilities 1A
Communication to Access Curriculum	Daily sustained focus on individual communication systems across all learning areas.
	Develop collaborative approach with families and therapists to develop consistent communication systems for their child
An Expert Teaching Team	Use Instructional Coaching to train teachers in literacy assessments for the student cohort.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	54	20	34		100%
2015*	63	25	38		95%
2016	60	26	34		97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

The figures above refer to school aged students .In 2016 Red Hill Special School also provided an Early Childhood Development Program (ECDP) to young children with disabilities, below prep age. This included a playgroup and pre prep programs for young children with disabilities 3+ years of age.

Numbers totalled > 40 throughout 2016

Characteristics of the Student Body

Overview
Red Hill Special School draws its student population from a wider catchment area than local primary and secondary schools. Enrolled students, many who have specialised health requirements, attend our school from surrounding suburbs of Red Hill, Ashgrove, The Gap, Brisbane City, West End, Fortitude Valley, Paddington, Windsor, Wilston, Toowong, St Lucia, Hendra, Upper Kedron, and Keperra.

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	5	6	6
Year 4 – Year 7	6	6	6
Year 8 – Year 10	6	6	7
Year 11 – Year 12	6	7	7

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery The continued focus of Red Hill Special School is authentic curriculum delivery for the multisensory learner. In accord with the Department of Education p-12 Curriculum, Assessment and Reporting Framework, Red Hill implements The Australian Curriculum in the areas of Literacy and Numeracy, particularly focusing on the General Capabilities .All students had Individual Curriculum Plans developed in consultation with families and staff. These plans were reviewed at least once throughout the school year. Semester reporting occurred at the end of semester one and two.

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Communication underpinned all curriculum offerings and continues to be the building block for curriculum (literacy and numeracy) at Red Hill Special School.

All students participated in a program designed to promote their physical well- being (swimming, gym dance, yoga, horse riding). All students engaged in a Music Therapy session once per week. Individual/group programs were developed and implemented in the school's multisensory room.

A team approach continued to be prioritized at Red Hill. Educational programs were supported through teachers, teacher aides, therapists (PT, OT and SLP inc. DET and private) nurses and volunteers, working together with students and families.

Co-curricular Activities

- Horse Riding for the Disabled

- Bust-A-Move

- Transition from school programs

- YMCA Gym

- Yoga

- Flipside Circus

- Darling Point Fun Run

- Peninsula Fun Run

- School Camps

- Assemblies

- Senior Graduation

- End of Year Christmas Celebration and awards

How Information and Communication Technologies are used to Assist Learning

Red Hill Special School has an Information and Communication Technology (ICT) committee which oversees technology within the curriculum for students. It recommends purchase of hardware and software to meet curriculum requirements of students and teachers. This committee is representative of all phases of learning-ECDP through to year 12.Individual student access to technology is dependent upon student physical access (impairment/disability) and curriculum goals. A range of students access assistive technology hardware (switches, eye gaze technology) to engage and participate in curriculum; others use specialized software to write/listen to stories as part of literacy or to download photos from digital camera /iPads.

Each classroom has a provision of computers, adapted keyboards, iPads, and electronic whiteboards. The school maintains rotation and upgrade of technology including specialized technological equipment used in our multisensory room. Software and specialized Apps to support curriculum for our learners are recommended and monitored through the school's ICT committee to ensure compliance with copyright, connectedness to curriculum and equitable access & participation for the student cohort.

ICT is an important an integral part of teaching and learning at Red Hill.

Social Climate

Overview

Red Hill Special School fosters a supportive environment for staff, students and families. We Value:
Personal respect and dignity; and
Social justice and equity; and
The involvement of parents, caregivers and members of the wider community in the educative process.

We Believe;
All students have a right to an inclusive curriculum that recognizes that all students can learn and which values diversity; and
In productive partnerships with others to maximize learning and teaching outcomes.

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The school continues to implement its three school rules (in conjunction with our super heroes and song) to support our Positive Behaviour Plan:

- I communicate
- I look, listen and learn
- I make good choices.

Positive behavior of students is entered into one school.

Parent, Student and Staff Satisfaction

The percentage of parents satisfied with learning remains very high and teachers continue to be held in high regard. The school has no ATSI students currently enrolled which may reflect the responses by staff to embedding approaches to curriculum.
Staff opinions reflect a generally high degree of positivity in working conditions, student behaviour support and support for themselves.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	97%	97%
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)	91%	97%	97%
their child is making good progress at this school* (S2004)	95%	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	100%
teachers at this school motivate their child to learn* (S2007)	100%	97%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	97%	100%
this school takes parents' opinions seriously* (S2011)	95%	100%	97%
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%	93%	100%

Student opinion survey: *Not undertaken as students unable to participate.*

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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)			

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	94%	95%
they feel that their school is a safe place in which to work (S2070)	98%	94%	95%
they receive useful feedback about their work at their school (S2071)	79%	81%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	67%	70%
students are encouraged to do their best at their school (S2072)	98%	98%	97%
students are treated fairly at their school (S2073)	96%	94%	97%
student behaviour is well managed at their school (S2074)	94%	88%	93%
staff are well supported at their school (S2075)	87%	77%	85%
their school takes staff opinions seriously (S2076)	86%	77%	86%
their school looks for ways to improve (S2077)	92%	94%	91%
their school is well maintained (S2078)	88%	98%	97%
their school gives them opportunities to do interesting things (S2079)	90%	91%	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

Parents are integral to the education of their children at our school. All parents and carers are actively encouraged to be involved in the development, implementation and review process of the Individual Curriculum Plan (ICP), Senior Education Transition (SET) Plan and PATH plan for their child, according to the phase of learning in which their child participates.

This school works continuously with families regarding expectations for individual students accessing the curriculum. Daily communication occurs with families through student communication books and parents are formally invited to meet with teachers (inc members of leadership team /therapy team where requested) on at least two occasions throughout the school year. Informal/additional meetings with parents are encouraged to discuss individual student progress and program enhancement.

- Newsletters are published each term and published on school website.
- Parents are invited to all school events
- Parents are encouraged to take partake in their P&C
- In conjunction with P&C, an end of year Celebration of Learning occurs at the end of each year with majority of families attending.

We strive to enhance our community involvement. The local Bronco club, real estate agencies and Ashgrove shopping precinct support student programs. Students use BCC buses as part of access to community programs.

Respectful relationships programs

The school has a focus on appropriate, respectful and healthy relationships.

We Value:
Personal respect and dignity for all.
For our student cohort, learning opportunities that promote this value occur both incidentally and formally each day in both classroom and other environments (internal & external to school). Through modelling of PODD and/or individual communication systems, students are being provided pathways to express and respond needs and /or concerns. For students with Intellectual disability and multiple impairments, our teachers explicitly teach personal respect and dignity daily, across all programs.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
Long Suspensions – 6 to 20 days	0	0	0

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Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to seek means of reducing its environmental footprint. This is impacted upon by the need for large technology use in accessing curriculum, along with the heating and cooling requirements of our cohort of learners (disabilities & health). Additional air-conditioning units have been installed this year. Temperature controls are always set at recommended levels. Increased enrolments, personal hygiene requirements & a pool maintenance issue may be factors for the increased water consumption of the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	219,030	712
2014-2015	230,632	466
2015-2016	238,211	1,648

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.**

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	40	<5
Full-time Equivalents	26	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	21
Diploma	2
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 2016 were $ **27,758.61**

The major professional development initiatives are as follows:

- Investing for Success communication & resource development
- PODD training
- Numeracy –General capabilities
- Consultancy Balanced Literacy
- First aid training
- QCAA training
- Technology- assistive software students with disabilities
- Mentoring
- Code of Conduct
- Moderation
- Assessment literacy
- Specialised health training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).			DW

*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 2016 for all Queensland Special schools was 89%.
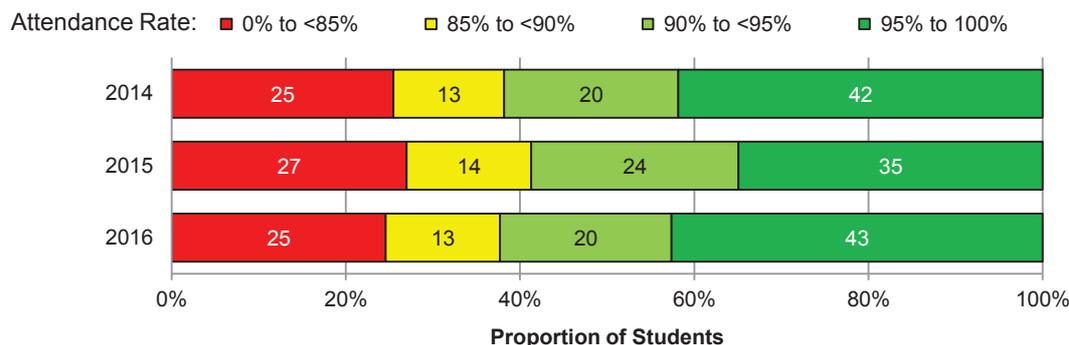
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	75%												
2015	76%	87%	83%	89%	94%	79%	93%	89%	DW	97%	91%	80%	87%
2016	85%	87%	92%	89%	89%	97%	81%	91%	84%	DW	93%	86%	92%

*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.

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Student Attendance Distribution

The proportions of students by attendance range:

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%
2014	25	13	20	42
2015	27	14	24	35
2016	25	13	20	43

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.

The specialised health requirements of many enrolled students (compromised immune systems (operations, degenerative conditions /palliative care) may result in lower attendance rates in any given year. These instances are always known to the school and close liaison occurs between family and school personnel.
Red Hill Special School has daily communication with parents (via communication books). Where students are absent from school without notice (communication book, phone call /email), direct contact is made by phone call from administration staff to parents or carers, following roll marking at 9.00am daily.

Our school also has a designated student absence line to which parents can phone and notify of their child's absence and reason. This system is used well by parents.

Where it is known that a student will be absent during term due to travel, families complete an *Application for Exemption from School* form.

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In 2016 all parents of students at these year levels requested exemption for their child based on their disabilities.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2014**	**2015**	**2016**
Number of students receiving a Senior Statement	3	2	3
Number of students awarded a Queensland Certificate of Individual Achievement.	3	2	3
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

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
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.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

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

Early leavers information

Nil students of Red hill Special school were early school leavers.

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