



Red Hill Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	72 Waterworks Road Red Hill 4059
Phone	(07) 3291 9333
Fax	(07) 3291 9300
Email	principal@redhillspecs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Rachel Dougherty (Acting Principal)



From the Principal

School overview

Red Hill Special School is an Education Qld 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 our specialisation in education is to provide programs for children and students with multiple impairments or a primary diagnosis of intellectual impairment. Some students may also have highly specialised health conditions. Our school comprises two campuses- Waterworks Road campus encompassing the Early Childhood Development Program (ECDP) and the newly established Fulcher Road senior school campus. The ECDP caters for children from birth to pre-prep age with a disability or suspected disability. The main school is structured around Junior, Middle 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 6-8 students.

Due to enrolment growth, proximity of our school to the CBD and a complex urban footprint, we engaged in a Master Planning process through the 'Building Future Schools' initiative. The guiding principle for our school is: all children have a right to an education. We achieve this through a transdisciplinary approach to offering a 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. Our school implements the Australian Curriculum and 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.

School progress towards its goals in 2018

This report provides an overview of Red Hill Special School's activities and progress throughout the 2018 school year and directions for 2019. Staff continue to strive to provide quality education that delivers opportunities for all our students to succeed.

Priority	Progress
<i>Develop, implement and review a whole school curriculum, assessment and reporting framework (CARF) so that the Australian Curriculum (AC) is fully implemented/embedded by 2020</i>	Completed draft CARF Implemented assessment and reporting of Science for P-10 in Semester 2 2018 in Junior Secondary
<i>Collaboratively develop a comprehensive pedagogical framework to guide all teaching practices across the school.</i>	Draft pedagogical framework Term 4 2018 in preparation whole school implementation 2019
<i>Develop a whole school data plan for the systematic collection of data with specific expectations, tools, timelines and storage locations.</i>	Whole school assessment and reporting plan developed Teachers trained in implementing literacy assessments
<i>Build capability in an expert staff through the implementation of a formal and systematic coaching, observation and feedback cycle</i>	Instructional coach appointed 0.6FTE. Refinement of coaching role to occur 2019.

Future outlook

Priority	Actions
<i>An observable pedagogical framework which supports our EIA</i>	Finalise and publish a RHSS pedagogical framework. Develop a process to ensure the intended pedagogical framework is observable in teaching and learning practices.
<i>An improved analysis and use of data</i>	Trial implementation of new communication data collection tool- ROCC Investigate and trial mathematics data collection tools
<i>An expert teaching team</i>	Establish communities of practice on a fortnightly basis to identify and address problems of practice. Implement and embed a school wide Positive Behaviour Learning (PBL) culture.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	60	64	69
Girls	26	30	33
Boys	34	34	36
Indigenous			
Enrolment continuity (Feb. – Nov.)	97%	95%	96%

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 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 > 45 throughout 2018

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. Due to proximity to CBD and universities, a number of students are from NESL families in Australia on student visas.

Average Class Sizes

The following table shows the average class size information for each phase of schooling

Average class sizes

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

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

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

Co-curricular activities

- The continued focus of Red Hill Special School is delivery of an authentic Australian curriculum for the multisensory learner.
- In accord with the Department of Education Curriculum, Assessment and Reporting Framework (CARF), Red Hill is implementing The Australian Curriculum in the areas of English and Maths, Science particularly focusing on the Extended General Capabilities and partial year level curriculum.
- All students have 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 semesters one and two.
- Communication underpins all curriculum offerings and continued to be the building block for curriculum 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
- 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
- Golf
- 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 Australian 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. 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. A significant budget is allocated annually for technology,



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 that in productive partnerships with others maximizes learning and teaching outcomes.

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

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)	97%	96%	100%
• this is a good school (S2035)	100%	96%	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)	97%	92%	95%
• their child is making good progress at this school* (S2004)	97%	92%	100%
• 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%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	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%	96%	100%
• this school takes parents' opinions seriously* (S2011)	97%	96%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	96%	95%
• this school is well maintained* (S2014)	100%	96%	95%

* 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)		100%	100%
• they like being at their school* (S2036)		100%	100%



Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)		100%	100%
• their teachers motivate them to learn* (S2038)		100%	100%
• their teachers expect them to do their best* (S2039)			100%
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)		100%	100%
• 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)		100%	91.7%

* 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.

**= students at Red Hill Special School participated in a Special Schools' modified student survey

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	93%	100%
• they receive useful feedback about their work at their school (S2071)	80%	91%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	88%	83%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	97%	98%	100%
• student behaviour is well managed at their school (S2074)	93%	95%	100%
• staff are well supported at their school (S2075)	85%	91%	100%
• their school takes staff opinions seriously (S2076)	86%	91%	97%
• their school looks for ways to improve (S2077)	91%	98%	97%
• their school is well maintained (S2078)	97%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	93%	94%

* 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

Families 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 education 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 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

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	1	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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

The school continues to seek means of reducing its environmental footprint. This can be 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). Temperature controls are always set at recommended levels. Maintenance of pool and plumbing throughout the school and staff awareness continue in attempts to reduce impact of our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	238,211	221,807	190,891
Water (kL)	1,648	842	708

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.



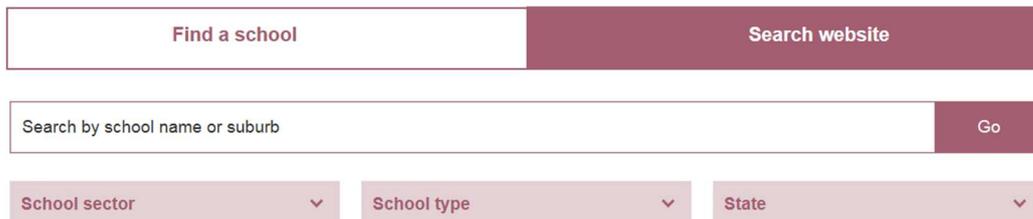
School funding

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](http://www.myschool.edu.au/) 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.



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



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



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	33	44	0
Full-time equivalents	28	27	0

*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	2
Graduate Diploma etc.*	1
Bachelor degree	29
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 \$32614.00

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2017 were \$ 26 854.00

The major professional development initiatives are as follows:

- Literacy Intensive
- ISAAC conference
- PODD training
- Consultancy – Haylee Parfett
- QELI Conference
- QASEL Conference
- QCAA Conference
- Internal mentoring and coaching.
- Psychological First Aid

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, 96% 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	89%	87%	83%
Attendance rate for Indigenous** students at this school	DW		

* 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	85%	69%	74%
Year 1	87%	86%	74%
Year 2	92%	92%	80%
Year 3	89%	90%	94%
Year 4	89%	92%	87%
Year 5	97%	87%	81%
Year 6	81%	96%	85%

Year level	2016	2017	2018
Year 7	91%	84%	95%
Year 8	84%	88%	71%
Year 9	DW	80%	88%
Year 10	93%	76%	82%
Year 11	86%	92%	75%
Year 12	92%	86%	92%

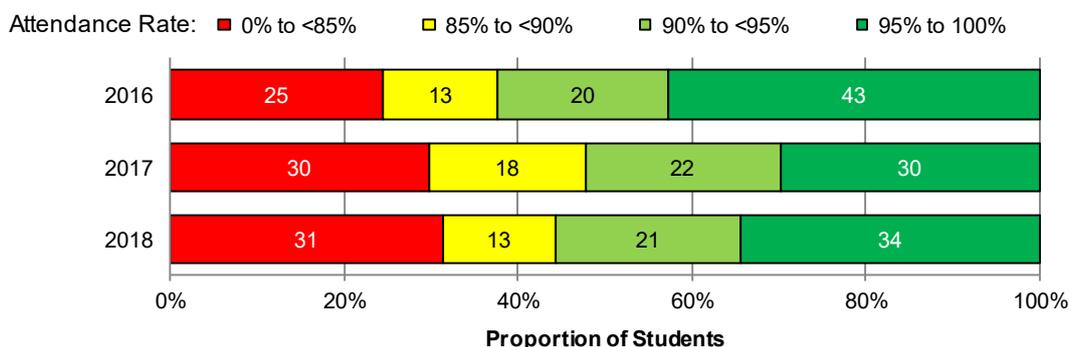
Notes:

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



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.

Non-attendance at RHSS is managed in accord with DoE 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 and/or SMS 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.

NAPLAN

In 2018 all parents of students at these year levels requested exemption for their child based on their disabilities.

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	3	4	6



Description	2016	2017	2018
Number of students awarded a QCIA	3	4	6
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			
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	0	0	0
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	0
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	0%	0%	0%
Percentage of QTAC applicants who received a tertiary offer.			

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 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
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).



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		140%	200%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

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

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

There were nil early school leavers from RHSS in 2018.

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.redhillspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

