Principal's foreword

Introduction

Located five kilometres from the Brisbane GPO, Red Hill Special School is a purpose built Education Queensland facility for students with multiple impairments that require highly adjusted and individualised education programs. From 2009, in addition to enrolment of students with multiple impairments, the school profile changed to include enrolment of students with a verification of intellectual impairment only. Many of the students enrolled at Red Hill Special School also have specialised health requirements.

Our school also provides educational programs, throughout each term, for students with multiple impairments receiving respite services from Halwyn Centre (adjacent to our school). These students are enrolled in other special schools within the Metropolitan Region.

Our purpose is to achieve the best possible educational outcome for each student. We are striving to ‘provide a quality education that delivers opportunities for all students to achieve learning outcomes and reach their potential.

This report outlines a concise overview of the of the school’s progress throughout the 2011 school year.

School progress towards its goals in 2011

Throughout 2011 Red Hill Special School undertook a range of goals which were highlighted through the 2011 Annual Operational Plan:

Continuation of whole school process of curriculum and teaching refinement to cater to the changing student cohort of RHSS

Development of Communication Guidelines for students – to date all students have a communication profile to inform planning

Engagement with the Australian Curriculum for students with disabilities – staff became familiar with draft curriculum in English and Maths Progressing to Foundation Levels; small group of teachers met with ACARA writers and wrote work samples for students with disabilities as possible exemplars for the Progressing to Foundation Levels - English & Maths.

Development of ICT certificates for teachers

Development of Performance Development Plans(PDPs) for all staff – teacher PDPs

Provision of Facilities consistent with school growth – Approval for building works encompassing two new classrooms, two toilet areas, office space and staff room.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Red Hill Special School (3085)

Future outlook

The goals for 2012 will include:

Implement Australian English and Maths Curriculum: *Progressing to Foundation Levels* across all student cohorts prep and school age

Develop a 5 point scale to reflect learning for all students across the Australian English and Maths Curriculum: *Progressing to Foundation Levels*

Adapt the RHSS Curriculum Framework to incorporate the Australian English and Maths Curriculum: *Progressing to Foundation levels* & restructure current unit planning documents to assist teachers’ “front–end” assessment

Embed literacy & numeracy curriculum intent in unit plans

Develop agreed data collection processes to record & analyse data for the cohort of learners at RHSS to inform programming & assessment

Develop emerging social media opportunities in conjunction with RHSS P&C, utilising the RHSS school website to enhance school community operations and communications

Encourage staff to expand their competencies through the Development Performance Framework

New classrooms, office space and staff room buildings completed.
School Profile

Coeducational or single sex: Red Hill Special School is Coeducational

Year levels offered: Red Hill Special school offers programs from birth through to school leaving age

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>13</td>
<td>31</td>
<td>81%</td>
</tr>
</tbody>
</table>

The above number refers to school aged students. The school also has an Early Childhood Development Program (ECDP) which had up to 60 young students enrolled.

Characteristics of the student body: Red Hill Special School draws its student population from a wider catchment area than local state primary and secondary schools. Enrolled students, many of whom have specialised health requirements, attend our school from the surrounding suburbs of Red Hill, Ashgrove, The Gap, Brisbane City, New Farm, Kangaroo Point, Upper Kedron, Samford, Zillmere, Hendra and Toowong. All school aged students have a verified intellectual impairment with many students having additional physical or sensory impairments. Students in our ECDP attend on a sessional basis, have suspected impairments and are approved to enter this program through regional processes.

While our students come from diverse demographic backgrounds, with many cultures represented, there is a trend for families to be "intact" and representative of professional parents. Annual enrolment has been steadily increasing in the school program which has been recognised through a building program for two new classrooms. Enrolment in our ECDP fluctuates throughout the year.

Class sizes – Proportion of school classes achieving class size targets in 2011: Class sizes at RHSS range between 5 /6 in the school

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Size</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Red Hill Special School in 2011 offered a curriculum based on the KLAs whilst throughout the year, teachers engaged with the Australian Curriculum English and Maths Curriculum: Progressing to Foundation Levels.

Our distinctive curriculum offerings:

All students have an Individual Education Plan (IEP).

Communication – a range of methodologies – Intensive interaction, Auslan, Picture Exchange Communication System (PECS), communication devices (All students must have a communication goal identified)

Technology (Interactive Whiteboard/ i pad, switches, computer programs) to support literacy & numeracy/ development of cause /effect skills

Community access programs

Swimming programs undertaken in school hydrotherapy pool

Multisensory programs with the RHSS multisensory room

Music Therapy

Interactive Story Telling

Extra curricula activities

The school offers a range of activities for students and families throughout the year. Many of these activities, possibly viewed by other schools as extra curricula, are part of RHSS curriculum.

- Gym programs at community venues – Splitz Gym and Sporting wheelies
- Gross motor program – Life Stream
- Library programs – Ashgrove library
- Class Camps
- Horse riding – McIntyre Centre Moggill
- Celebration of Learning Evenings
- Senior Graduation
- Darling Point Fun Run
- Yatala Mini Ekka for students with disabilities

How Information and Communication Technologies are used to assist learning

Red Hill Special School has an Information and Communication Technology (ICT) Committee which oversees infrastructure and equipment. This committee has representation of all phases of learning within the school. Technology accessed is dependent upon individual student need, ability and goals. While some students access switches to participate actively in programs, others may use specialised software to write/listen to stories or to download photos from digital cameras.

Each classroom has access to computers. The number of electronic whiteboards increased to 7 across the school in 2011 while a small number of ipads were introduced. The school has maintained rotation and upgrade of computers throughout 2011.

Professional Development was provided to teachers to learn specialised software capacity for such programs as Boardmaker and Clicker 5. To support educational programs. Knowledge related to ipad use was provided through DSSU to both staff (teachers and aides) and parents.

Majority of teachers attained ICT Certificates with 6 working towards their Pedagogical Licence next year.
Social climate

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:

- That all students have the right to an appropriate range of educational services; and
- In an inclusive curriculum that recognises that all students can learn and values diversity; and
- In productive partnerships with others to maximise learning and teaching outcomes.

In 2011 the EQ School Opinion Survey indicated:

- 95.4% of parents surveyed were satisfied or very satisfied that their child is happy to go to this school
- 100% of parents surveyed were satisfied or very satisfied that their child was safe at this school
- 81.8% of parents surveyed were satisfied or very satisfied that their child receives quality teaching at this school
- 95.5% of parents surveyed were satisfied or very satisfied that this school keeps them informed on how their child is progressing
- 90.9% of parents surveyed were satisfied or very satisfied with the opportunities this school provides to discuss what their child is being taught.

Parent, student and teacher satisfaction with the school

The percentage of parents satisfied with their child’s school remains high but there is a marked change from previous years in parent perceptions that their child is getting a good education at this school. 90.9% are satisfied their child works well at this school and 87.7% are satisfied that the school is developing their child’s social skills. In the areas of literacy & numeracy 50% were satisfied that the school is developing their child’s skills. In each of these areas 40% parents were neutral/undecided. All students at RHSS have disabilities. It is possible that the responding parents had a traditional understanding of literacy and numeracy when answering this question. More work will be undertaken in 2012 to assist parent understanding of our curriculum and terminology. An additional explanation may be due to the number of teacher changes to classes throughout 2011 due to illness or injury.

Whilst an increase from 64% to 68% of the school workforce was satisfied with access to professional development in 2011, the school administration does not believe this figure is indicative of the resources (time and financial) invested by the school in training and supporting staff.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>62%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>94%</td>
</tr>
</tbody>
</table>

DW – Data withheld- due to the nature of our student cohort, students do not partake in the student opinion survey.
Involving parents in their child's education

An ongoing priority for Red Hill Special School has been to increase participation of parents and carers in school life. Parents are key partners in the education of their children. All parents and carers are encouraged to be actively involved in the development, implementation, review and reporting processes of the Individual Education Plan (IEP) and/or Senior Education Transition (SET) plan for their child.

The school works continuously with parents and carers regarding the expectations of individual students in accessing the curriculum. Daily communication occurred with families through individual student communication books and families were formally invited to meet with teachers on at least two parent information nights throughout the year. Informal/additional meetings with parents were encouraged to discuss individual student progress and program enhancement.

School colour newsletters were provided each term and also published on the school website.

Parents were invited to attend all school events and celebrations.

A digital notice board at each school entrance advertises daily activities within the school, including staff absences and replacements.

Through the school opinion survey of 2011:

100% of parents indicated they were satisfied or very satisfied that school staff were approachable to talk about their child

95.5% of parents indicated they were satisfied or very satisfied with the opportunities to participate in school life

72.8% of parents indicated they were satisfied or very satisfied with opportunities to participate in school decision making

100% of parents indicated they were satisfied or very satisfied that our school makes them feel welcome and that our school communicates well with them.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Solar panels and water tanks are in place with water efficiency taps and toilets plumbed to water from tanks.

The specialised health conditions of many of our students require an environment which is climatically controlled. Temperature is always set at optimally recommended settings for efficiency. The school was proactive in reducing its environmental footprint with multiple recycling programs in action.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>194,320</td>
<td>559</td>
</tr>
<tr>
<td>2010</td>
<td>197,122</td>
<td>722</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-1%</td>
<td>-23%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>33</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>21</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>18</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
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</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $19,550.00. NB this is the amount spent on external PD. A great amount of PD was undertaken internally using presenters that did not charge.

The major professional development initiatives are as follows:
Medication updates inc Anaphylaxis, CPR, First Aid, Midazolam, gastrostomy and naso gastric feeding
Communication methodologies- PODD, Intensive Interaction,
Technology Conference
Technology PD- ipad, software, digital camera use
Australian Curriculum- English and Maths
Code of conduct
Asbestos training
One School training
Administrators conference

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.
The overall attendance rate for all Queensland state Special schools over the same period was 89%.

Student attendance rate for each year level NOT APPLICABLE RED HILL SPECIAL SCHOOL IS NOT GRADED ACCORDING TO YEAR LEVELS

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</table>

Student Attendance Distribution

The proportions of students by attendance range.

Due to the specialised health requirements of some enrolled students (compromised immune systems, operations, degenerative conditions/palliative care) a low attendance rate may occur in a given year. These instances are always known to the school and close liaison occurs between family, school and medical staff. In such instances, the school supports the student’s educational program at home, through support of specialised equipment, team meetings and home visits where prior approval has been gained from region.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Red Hill Special School has daily contact with parents through communication books. Where students have appointments parents notify via communication books. Where students are away from school without notice (communication book entry or phone call) direct contact is made by phone call from administration staff to parents.

At Red Hill Special School, hard copy class rolls are marked twice daily by teachers and transferred electronically by administrative staff into One School.

Our school also has a designated student absence line to which parents can phone and notify of absences.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results — reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are NOT AVAILABLE for Students of RED HILL SPECIAL SCHOOL. Students were exempt from Assessment.

At the individual request of parents (and in accord with testing guidelines), students at equivalent Year 3, 5, 7 and 9 levels were exempt from these testing programs due to nature of their individual impairments.

Achievement – Closing the Gap

Educational adjustments were provided across all curriculum areas for the less than 5 students that identified with an Indigenous background. There were no identified issues relating to attendance, attainment or retention.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 100%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>3</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>3</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Performance of our students

Overall Position Bands (OP) NOT APPLICABLE FOR STUDENTS OF RED HILL SPECIAL SCHOOL

Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET) NOT APPLICABLE FOR STUDENTS OF RED HILL SPECIAL SCHOOL

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Post-school destination information

On August 31st our school received Next Step data which stated “fewer than five responses were received from students at your school. Consequently, a school report has not been produced for your school for reasons of data confidentiality”. Red Hill Special school only had three graduating students in 2011.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.
N/A Nil leavers