### School Profile

#### Purpose

Redland District Special School is a state school campus incorporating Redlands Early Childhood Development Program (ECDP). We provide specialized educational programs for students with a disability. In partnership with parents, caregivers and the wider community, we work to develop the attitudes, knowledge and skills necessary for our students to achieve educational outcomes and reach their full potential.

#### Values

In order to achieve our school’s vision, we are driven by our set of Shared Values and guided by the behaviours that underpin these values.

<table>
<thead>
<tr>
<th>Collegiality</th>
<th>Collaboration</th>
<th>Respect</th>
<th>Positivity</th>
<th>Professionalism</th>
<th>Commitment</th>
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#### Context

Redland District Special School currently caters for 120 students from Prep to Year 12 who need a very high level of support to access their educational program. Our school is part of Education Queensland and our curriculum is delivered through alternative teaching, learning and assessment techniques. We also offer additional learning experiences in areas such as social skills, communication skills, and functional life skills. We aim to ensure that every student develops to their maximum potential in all areas of development.

The school is divided into a Junior, Middle and a Senior Section. Class Groups are developed based on factors such as age, maturity, social compatibility and developmental level. Children are placed in small groups and individual programs are designed for each child. At present there are 27 class and specialist teachers who are supported by 30 teacher aides. Our school is noted for its excellent practices and for the excellent results that our students achieve.

On our campus we also have Redlands Early Childhood Development Program. This program caters for 35-50 children from birth to 5 years who have a significant disability. Part time programs such as playgroup, kindergarten and pre-prep are offered. Some of the students from this unit continue their education in our special school and some continue their education at other schools in the district.
School Vision

At RDSS all students are supported and challenged to achieve their full potential. Our school is future driven, and curriculum delivery is highly structured and scaffolded to ensure students acquire the knowledge and skills needed to become active community members when they finish school. This means our students engage in purposeful learning through individualised goals and programs tailored to meet the needs of each student. At RDSS the commitment to teaching communication is explicit and evident across the entire school. All students finish their school life with an identified, functional method of communication. While our schoolwide literacy and numeracy frameworks provide targeted programs for improving literacy and numeracy skills, we develop students’ social, emotional, behavioural and academic skills through an engaging and individualised approach. Safe, supportive learning environments which are positive and stimulating are created using Schoolwide Positive Behaviour Support (SWPBS).

Educational programs are designed around individual learning needs, and delivered through effective, evidence based special education pedagogy and informed by a range of data. Teachers have access to and utilise relevant up to date resources including technology. Staff use data effectively to measure and track student progress and monitor each child’s individual growth. Teachers are skilful at analysing data and student performances to inform and guide future planning and practice.

RDSS staff are a positive, happy, dedicated team of professionals who share skills and knowledge and support each other, and parents. RDSS is characterised by its sense of respect and value for each and every school community member. A culture of care and concern is evident to all parents and visitors, as staff are driven by and enact our shared values of Collegiality, Collaboration, Respect, Positivity, Professionalism, Commitment and the behaviours that underpin each of these values every day. Recognition of success and hard work are regularly celebrated and acknowledged and staff feel valued and supported.

Our school’s Pedagogical Framework clarifies and defines what we see as important features of classroom practice and provides all staff with a common language to share about teaching and learning in our school. Teachers are skilled in implementing the explicit professional instructional practice outlined within the framework.

Staff are life-long learners who are committed to continuous growth and improvement and enjoy working and learning with and from one another. Ongoing quality professional development is an integral part of our school life, and is embedded in our weekly practice, as is our strong, supportive mentoring program.

RDSS utilises effective partnerships with students, parents, staff, post school organisations, and the local community to achieve the best outcomes and future directions for students. RDSS enjoys and benefits from strong links with, and support from, the...
community and volunteers. This support is highly valued, acknowledged and celebrated. Strong, productive relationships with parents and caregivers are imperative to achieving student outcomes. Parents are partners in their child’s learning we maintain, strengthen and extend these partnerships through regular and effective communication, as well by providing support, information and education for parents and caregivers.
## Strategic Focus

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<tr>
<th>Key School Improvement Priorities/Goals</th>
<th>Improvement Strategies</th>
<th>Key Financial Resource Requirements</th>
<th>Performance Measures and Targets</th>
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| **School and Community Partnerships**  | • Provide parent support and education in areas of behaviour management, communication, special education methodology, health and access to support services.  
• Promote community inclusion- continue and enhance volunteer program in co-operation with local community group, support ECDP students to transition to mainstream settings, investigate secondary school visits and work experience.  
• Update the school website with current events and use to promote profile of RSS in the Redlands community.  
• Parents and caregivers will work with teaching staff to negotiate and select personalised learning goals for their children throughout all phases of their schooling.  
• Continue to develop strong relationships with local post school service providers.  
• Analyse work experience and post school data for gaps and trends to inform planning  
• Use local media and community contacts to maintain the positive profile of RSS and so engender continuing support for SWD's. | $1500 speakers, catering  
$100 publications  
$800 website update | No of parents carers attending support sessions and accessing support resources. (baseline)  
Increase of volunteers and community members supporting the school and students.(baseline)  
Number of website hits and downloads. (baseline)  
90% of parents/carers attending parent/teacher meeting.  
SOS 90% satisfaction with opportunities to discuss what your child is being taught.  
Track Next Step QCIA and work experience data  
Regular media items will appear in local media outlets at least one a term. |
| **Student Outcomes and School Curriculum** | • The Australian Curriculum will be phased into classroom delivery for all students with initial priority given to core learning areas of literacy, communication and numeracy. | Professional development, teacher release, team meetings  
$70,000 | Administration audit each semester of all curriculum plans. |
**differentiated curriculum and negotiated personalised learning plan.** Student performance data will be used to improve teaching and planning.

- ICT’s will be integrated into each classroom program to maximise student engagement and learning.
- The IEP process will be reviewed in alignment with the introduction of the Australian Curriculum.
- Teachers will work in teams to develop planning and teaching that responds to individual and class group learning needs with a view to skilling students to operate as independently as possible in the wider community.
- In consultation with local networks and regional special schools, senior school staff will develop a RSS senior school curriculum.
- Student assessment and data collection will be carried out according to the School Data Collection Plan. Student data will be collected using a range of tools and methods which have been selected to most effectively measure and track student progress.

- Student assessment evidence will be moderated regularly with teaching colleagues to ensure consistency of assessment and implementation of curriculum.
- A Schoolwide Positive Behaviour Support program will inform behaviour management practices and celebrate student achievement.

**ICT resources $35,000**

- A review of the IEP process will be conducted in term 1 and results communicated to school community.
- School planning calendar will reflect team planning meetings 2 per term.
- Develop senior school curriculum based on QCIA curriculum organisers by end 2014.

School Data Collection Plan to record data on student achievement in:
- PM Benchmarks
- CAP (concepts about print)
- IEP’s – GAS Scales
- Numeracy Outcomes
- Communication Profiles

Reviewed in conjunction with curriculum plan audit each semester.

School planning calendar to reflect team moderation once per semester in alignment with reporting.

PBS Plans to be reviewed each Semester.
School Planning Calendar to show PBS meetings and professional development.
### Teaching Practice

Teaching staff will be highly skilled in relevant pedagogies in order to maximise student performance. Teaching staff will support each other in order to improve their own and colleague’s teaching skills.

- A Pedagogical Framework will be formulated and implemented to guide and inform teachers’ pedagogical development.

- A RSS Professional Development Plan will prioritise areas for staff development e.g.
  - evidence based Special Education Pedagogies
  - ICT Pedagogical Licenses & Certificates
  - communication modes

  The RSS Professional Development Plan will detail the strategies used for staff development e.g. coaching and mentoring, and the resources to support staff development.

- Each teaching staff member will develop a Personal Professional Learning Plan that enhances self-reflection and incorporates coaching and mentoring practices. The plan will require teachers to reflect using the Teaching Inquiry and Knowledge Building Cycle by Helen Timperley. (Auckland University)

- An Induction program will support new and beginning teachers to meet RSS expectations.

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### Principal Leadership and School Capability

A highly skilled workforce operating within an informed learning culture will be maintained via instructional leadership and a focus on continuous improvement.

- An explicit improvement agenda will be articulated and embedded across the school, ensuring all community members are aware of and focussed on core learning areas, specific targets and goals.

  - The leadership team will promote a culture where the focus is on high expectations for each student and where every student will demonstrate progress.

  - A Learning and Performance Culture where school leader’s work with teachers to improve their teaching practices by giving authentic feedback and support will be developed.

Professional development, coaching and resources $30,000

All staff will be conversant with the explicit improvement agenda. The agenda will be visible in the school newsletter, classrooms, website and promotional material.

A coaching and mentoring program will operate with 100% of teachers participating.
- Analysis of schoolwide data will inform of progress towards targets and determine school priorities and resourcing. This data will be stored centrally.
- A staff wellbeing program where staff are given affirmation and acknowledgement by the school community and their colleagues will be developed.
- Curriculum team and leadership team will meet once per term to analyse trends in school wide data and make recommendations for future planning
- SOS 75% of staff will regard themselves as a valuable staff member

| Facilities and Resources | School resources will be directed towards achieving the identified Improvement strategies and targets. | A facilities and resourcing plan will be developed to support teaching and learning priorities
Resourcing group to look at priority resources to match Curriculum into the Classroom Units. | $90,000 facilities plan
$15,000 |
|--------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------|
|                          | $90,000 facilities plan
$15,000 |
|                          | Facilities and Resourcing Plan to be developed by end of Term 1 2013 and subsequently reviewed in Term 4 each year
SOS data to improve to 80% satisfaction for facilities and 70% satisfaction for resources. |
Appendix 1

Key Findings and Recommendations of the Review Phase

Parent and Community: findings and feedback
- Provide regular parent support through publications, resources and information sessions. *(behaviour management, advice re services and supports available)*
- Maintain and strengthen strong productive partnerships with parents and caregivers, giving them an active voice in determining their child’s educational program

School Staff: findings and feedback
- Focus on the preparation of students for independence and post school life e.g. physical and functional skills, communication, vocational, interpersonal/behavioural skills
- Continue and strengthen the focus on differentiating the curriculum in order to meet the diverse needs of our students
- Facilitate and resource the development of staff teams and opportunities to meet
- Review resourcing and facilities to develop a Resourcing and Facilities Development Plan
- Promote and develop teachers application of Special Educational Pedagogies
- Continue a focus on developing students’ communication skills
- Maintain relationships with community (other schools, government agencies and services) in order to develop pathways for students
- Continue and strengthen the focus on integration of ICT’s into classrooms
- Ongoing professional learning and skilling of staff
Appendix 2

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<th>School Improvement Targets 2013 – 2016</th>
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<tr>
<td>• Improvement in Teaching and Learning Audit with focus on explicit improvement agenda, data and systematic curriculum delivery.</td>
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<td>• Improvement in Parent Opinion Survey results with a focus on school community relationships and pedagogy.</td>
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<td>• Improvement in Staff Opinion Survey results with a focus on support, resources and training.</td>
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<td>• Review of IEP process conducted and recommendations implemented</td>
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<td>• All schoolwide assessment data collated and analysed twice annually</td>
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<tr>
<td>• Audit of all curriculum plans and IEP’s by Leadership team twice annually</td>
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<tr>
<td>• All teachers to moderate student assessment twice annually</td>
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