

Rosamond School



Prospectus

About Us

Rosamond School is a day special school that has been in operation for more than 80 years. It is now situated in Braybrook having moved from Rosamond Road, in Maribyrnong, in 2013. hence its name. Our mandate is the provision of exemplary individual learning programs for our students - young people with a clinically diagnosed mild or mild/moderate Intellectual Disability - who live in the Inner West of Melbourne. The eligibility criteria for our students to qualify for our setting is based on a Full Scale Intelligence Quotient (FSIQ) of 50-70.

We offer Foundation to Year 12 education and have two sections within our school — Primary and Secondary. Rosamond School is committed to ensuring all of our students become successful learners. We work collaboratively with all stakeholders to develop individual goals which are achievable, purposeful and challenging, and underpin the individual's learning program. The learning at Rosamond is 'authentic' involving explicit teaching and the provision of learning opportunities which encourage students to become curious and independent learners. Students are motivated and encouraged to be the best that they can be whilst at Rosamond and beyond.

Positive relationships form the conduit for an excellent education at Rosamond. These relationships are based on empathy, respect, genuine care and positive regard for every individual. All staff at Rosamond School strive to form positive relationships that empower students to learn and grow.

Our Specialist program is broad and gives every student the opportunity to develop interests from visual and performing arts to hospitality and horticulture. In our post compulsory years a variety of Vocational Education Training (VET) certificates provide for potential pathways beyond the school.



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HONESTY

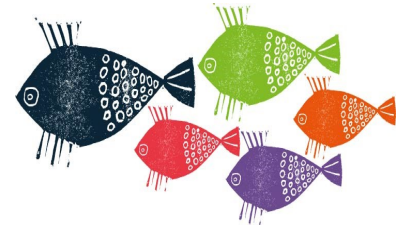
ACCEPTANCE

RESPECT

TRUST

OUR MISSION:

We provide an inclusive, safe and supportive environment for all to reach their full potential at school and beyond.



OUR VISION:

Exemplary learning delivered by outstanding and dedicated staff, inspiring all to be confident, resilient and independent individuals valuing self and others.

OUR VALUES

Honesty

At Rosamond honesty is demonstrated by:

- Transparency
- Being genuine
- Having integrity
- Telling the truth

Acceptance

At Rosamond acceptance is demonstrated by:

- Giving others a chance to express themselves
- Empathy – understanding of others circumstances
- Embracing differences
- Non-judgemental
- Celebrating strengths
- Positive attitude to all
- Not comparing each other's abilities in a negative way

Respect

At Rosamond respect is demonstrated by:

- Listening and valuing others opinions
- Being inclusive
- Confidentiality
- Listening to each other
- Consideration of the opinions of others
- Cultural awareness and mindfulness
- Using manners
- Value learning and the rights of others to learn
- Take care of one another and our school
- Don't hurt others with words or actions

Trust

At Rosamond trust is demonstrated by:

- Having confidence in each other
- Strong and positive relationships
- Supporting each other
- Reliability towards each other
- Being truthful in words and actions

OUR CURRICULUM

Rosamond School provides a variety of programs that address the specific needs of students in relation to special educational needs including students from language backgrounds other than English.

Rosamond provides a differentiated curriculum that is flexible and adaptive. Teachers integrate specialised knowledge of how our students learn and how best to teach them. As students progress through the school, they participate in a range of specialised programs. These include: Kitchen/Café; Bluearth, Canine Comprehension; Bike Education; Travel Training and Work Experience amongst others. Various forms of technology supports student learning in all classrooms, with access to computers, iPads, consoles, laptops and other technological aids.

The school identifies and caters for the different needs of particular cohorts of students when developing its curriculum plan. We provide a broad range of educational pathways to promote improved student outcomes.

The Victorian Curriculum A-F and Victorian Curriculum F-10 provide a framework for curriculum development and delivery at Foundation - Year 10 in accordance with Department Of Education (DOE) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

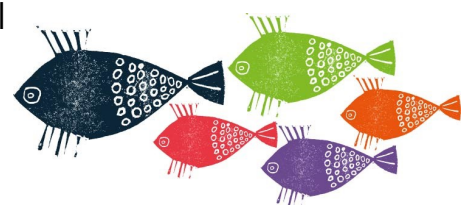
ASDAN [Award Scheme Development and Accreditation Network] - Towards Independence is an alternative senior secondary course which focuses on the areas of: skills for learning, skills for employment and skills for life. This is taught across the world for learners 16 years and over. The program comprises a series of modules that can be completed separately. The range of modules is vast and student voice directs the selection of units to be presented at Rosamond Special School. Our students are able to study VET (Vocational education & Training) courses with Rosamond staff as their trainers. Presently we offer the areas of Art, Hospitality, Horticulture, Information Technology and Retail Cosmetics. We will be adding Sport and Recreation in 2026.



STUDENT ENGAGEMENT AND WELLBEING

Rosamond School follows a restorative approach to dealing with behaviours/incidents. This is one that promotes positive relationships and individual responsibility. A restorative approach will include (but may not be limited to) the following:

- Ensuring all staff have a clear and accurate understanding of the causes of student behaviour. This translates into staff analysing behaviour and seeking positive solutions for management.
- Classroom rights and responsibilities are developed in the first few days of the school year. This is a collaborative process between students and teachers within a classroom meeting structure. This promotes ownership over learning, encourages positive behaviours and supports student voice. Students are involved in developing positive strategies to assist them to manage their behaviour and to develop a sense of ownership within their classroom.
- Two-way communication with parents regarding student behaviours, both positive and negative, takes place via various forms of communication, such as student communication books, Seesaw app, phone call conversations and/or face to face meetings.
- All students have Interpersonal Development ILP goals, based on the Personal and Social Capabilities within the Victorian Curriculum to support their social/emotional development and learning.
- Staff thoroughly examine external or environmental factors which may have triggered student behaviour to determine appropriate responses.
- The development of Individual Support Plans, Sensory and/or Communication Profiles and 'Snapshots' which inform staff regarding student triggers and/or calming strategies, to reduce anxiety and to support the individual student more specifically.
- Capacity building of staff, via regular Professional Learning and in-class support, from our Allied Professional Health team (Occupational Therapists and Speech Pathologists) and/or external agencies to promote knowledge and awareness of particular needs.
- Liaisons/networking with a range of in-school and external support services, when it is deemed appropriate to do so.
- Student/family referrals to in-house and DOE support services and/or external agencies, when appropriate to do so.
- Consistent practices and expectations both in the classroom and the playground.
- Our Leadership structure which includes our Learning Specialists who focus on student well-being, inclusion and engagement.
- Our Mental Health in Primary School practitioners and our outsourced external psychologists (when available).
- A team of youth workers supporting individual or small group needs.



ROSAMOND SPECIAL SCHOOL

Cranwell Street

Secondary Area

Entry via Errol Street

Main
Office

Primary Area

Ballarat Road



AREAS OF THE SCHOOL

Rosamond School operates in two sections:

- ♦ Primary [Years P— 6]
- ♦ Secondary [Years 7— 12]



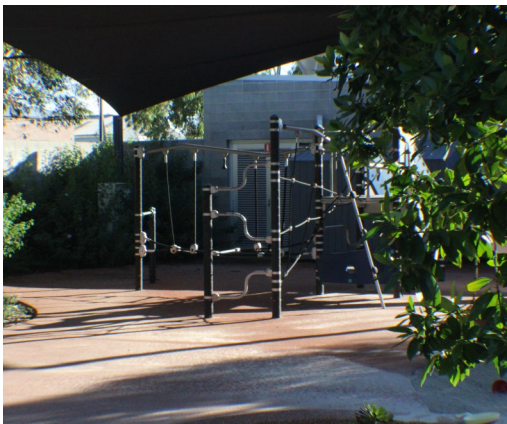
Sensory Garden



Town Centre



Primary Playground



Early Years Playground



Water Play Area



Kitchen Garden



Secondary Playground

IMPORTANT ENROLMENT INFORMATION

Prior to enrolling at Rosamond School we invite you to take a tour of our school to see what we have to offer and to discuss your child's individual needs. Tours can be arranged by contacting the school office on 9311 1511 (between 9:00am — 3:00pm). We welcome any individual who is involved with your child to visit our setting. For example, early intervention workers and/or existing teaching staff are also encouraged to attend a school tour. Enrolment enquires can also be made via email or by visiting our website

The eligibility criteria for students to qualify for our setting is based on a Full Scale Intelligence Quotient (FSIQ) of 50-70.

- For Foundation students an assessment is organised by the school upon the receipt of a completed enrolment form at no cost to families
- For students transitioning from other Government school settings a cognitive assessment not more than two years old is required with an enrolment application and DOE verification must be approved. Transition from a Catholic or Independent setting requires a current cognitive assessment.

IMPORTANT ENROLMENT TIMELINES

- Foundation students need to be enrolled the year prior to attending. Assessment and funding application processes take time and therefore an enrolment during Term 2 or 3 of their pre-school year is preferable
- Students transitioning from other Government school settings may enrol at anytime throughout the year however the cognitive assessment requirements remain the same. Transition opportunities are specific to the individual child's needs.
- Students transitioning from Non-Government school settings require a minimum period of 10 weeks to allow for DOE funding application processes.

