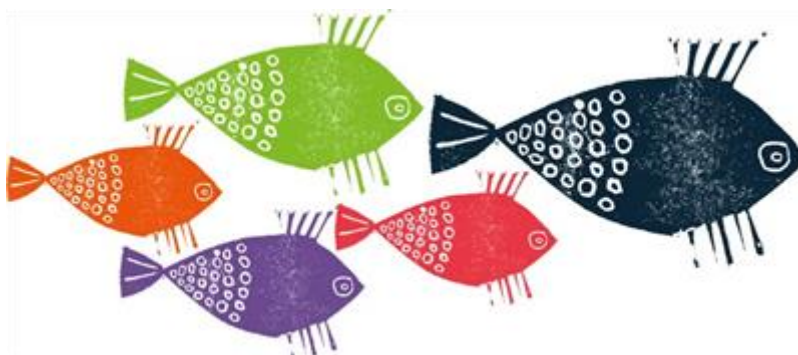


Monitoring and assessment - 2024

Rosamond Special School (4792)



Submitted for review by Louise Dingley (School Principal) on 01 May, 2024 at 05:32 PM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 11 July, 2024 at 01:56 PM

Awaiting endorsement by School Council President

Term 2 Monitoring submitted by Louise Dingley (School Principal) on 30 December, 2024 at 03:43 PM

Term 4 Monitoring submitted by Louise Dingley (School Principal) on 30 December, 2024 at 04:09 PM

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	To ensure learning growth for each student with a focus on literacy and numeracy.
12-month target 1.1 target	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> a) In reading and viewing from a 2019 to 2023 average of 81.5% to 84% b) In speaking and listening from a 2019 to 2023 average of 56.8% to 60% c) In writing from 2019 to 2023 average of 77.2% to 80%
Has this 12-month target been met	Met
12-month target 1.2 target	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> a) In number from a 2019 to 2023 average of 73.3% to 76% b) In measurement from a 2019 to 2023 average of 81.7% to 84% c) In statistic from a 2019 to 2023 average of 84% to 87%
Has this 12-month target been met	Met
12-month target 1.3 target	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <ul style="list-style-type: none"> a) I want to learn new things at or above 87.2% b) I am good at learning at or above 88.8%

Has this 12-month target been met	Met
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Redevelopment and consistent implementation of the Rosamond Instructional Framework (RIF), incorporating the High Impact Wellbeing Strategies.
Actions	PLT will focus on developing an understanding of the High Impact Wellbeing Strategies PLT will investigate the Rosamond Instructional Model and investigate the impact of the High Impact Wellbeing Strategies on it. Staff will be involved in peer observations and trialing of particular aspects of the Instructional Framework
Delivery of the annual actions for this KIS	Completed
Outcomes	The redevelopment will impact the Teaching and Learning understanding of the staff through the critical analysis and review of the Instructional Framework in the light of the newly developed High Impact Wellbeing strategies. Staff will refamiliarise themselves with the Framework, redevelop the document and build this framework into lesson construction and implementation. A focus will also be on building the capacity of the Leadership staff in developing a collaborative environment focusing on the use of data based research and enabling staff to take ownership of the development of the Framework. Increased engagement of staff and greater understanding of Teaching and Learning will build student engagement and increases in the number attaining Growth as defined by the Rosamond Growth Indicator.
Success indicators	Rosamond Student Survey (RSS) Staff survey (Rosamond designed) Rosamond Growth Indicator: 1. Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)

	<p>a) In reading and viewing from a 2019 to 2023 average of 81.5% to 84%</p> <p>b) In speaking and listening from a 2019 to 2023 average of 56.8% to 60%</p> <p>c) In writing from 2019 to 2023 average of 77.2% to 80%</p> <p>2. Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <p>a) In number from a 2019 to 2023 average of 73.3% to 76%</p> <p>b) In measurement from a 2019 to 2023 average of 81.7% to 84%</p> <p>c) In statistic from a 2019 to 2023 average of 84% to 87%</p> <p>3. Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <p>a) I want to learn new things at or above 87.2%</p> <p>b) I am good at learning at or above 88.8%</p>
Reflection on progress	All teaching staff were involved in the investigation of the existing Instructional Framework and the consideration of its redevelopment to include the High Impact Wellbeing strategies, via their PLTs. These groups were then involved in presenting their findings to all staff on a whole school Curriculum Day. We are yet to elect the most appropriate Instructional Framework for our school to embed, as a result of PLT findings and recommendations. Peer Observations are a work in progress, mainly due to time release and staff absences impacting pre-planned arrangements, as a result.
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLT will focus on developing an understanding of the High Impact Wellbeing Strategies.	☑ All staff	from: Term 2 to: Term 2	100%
Activity 2	PLT will investigate the Rosamond Instructional Model and investigate the impact of the High Impact Wellbeing Strategies on it.	☑ All staff	from: Term 2 to: Term 4	100%
Activity 3	Staff will be involved in peer observations and trialing of particular aspects of the Instructional Framework.	☑ All staff	from: Term 3 to: Term 4	75%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Use Professional Learning Community (PLC) structures to support teacher collaboration and professional sharing in implementation of the RIF.			
Actions	Further improve PLC capacity via specific professional learning, targeting leadership staff predominantly. Development of the meeting focus and agendas to enable teacher collaboration. Collect data on the PLT operations with a focus on collaboration, direction and application to Teaching and Learning via the Instructional Model redevelopment.			

Delivery of the annual actions for this KIS	Completed			
Outcomes	The PLTs will build staff understanding of the process of using data informed documents to analyse current practice and rebuild the Instructional Framework. The PLTs will enhance and focus on the development of collaboration time for teachers while redeveloping the Instructional Framework and utilising data informed research documents as a guide. School structure which prioritises meeting time for PLT groups and provision of focused agendas and evidence of minutes/actions.			
Success indicators	PLT planners, agendas and minutes demonstrating the provision of collaboration between staff and use of data informed documents, such as the High Impact Wellbeing & Teaching Strategies. Staff Survey (Rosamond designed) results with respect to collaboration and efficacy			
Reflection on progress	Leadership underwent specific PLC training and were able to reflect upon current practices and review/modify accordingly. Feedback from staff regarding current practices and modifications to these was well received.			
Enablers • What enablers are supporting/supported the delivery of this KIS?	<input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school			
Barriers • What barriers are impeding/impeded the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	<p>Further improve PLC capacity via specific professional learning, targeting leadership staff predominantly.</p> <p>NB: The PLC Coaching program is:</p> <ul style="list-style-type: none"> - fully funded by the department for schools that have previously completed PLC Core Professional Learning (CPL), - provides school staff with 12 hours of face-to-face coaching to develop their PLC knowledge and skills, - can be split into a maximum of 4 sessions and can include a mix of one-to-one and small-group coaching, - provides CRT reimbursement for participating schools. <p>is flexible and can be adapted to meet school's needs and stage in their PLC-implementation journey.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 3 to: Term 3</p>	100%
Activity 2	Development of the meeting focus and agendas to enable teacher collaboration.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 2 to: Term 4</p>	100%
Activity 3	Collect data on the PLT operations with a focus on collaboration, direction and application to Teaching and Learning via the Instructional Model redevelopment.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) 	<p>from: Term 2 to: Term 4</p>	100%

Goal 2	For all students to thrive and flourish.
12-month target 2.1 target	Decrease the percentage of all students with 20 or more days absence from 54% in 2023 to 51%
Has this 12-month target been met	Met
12-month target 2.2 target	Maintain the percentage of student's positive post-school destinations (education, services and/or work) at 100%
Has this 12-month target been met	Met
12-month target 2.3 target	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <p>I am happy to be at this school at or above 85.6% in 2024 I like this school at or above 86.4% in 2024 I feel like I belong at this school at or above 88.8% in 2024 I feel safe at this school at or above 84.5% in 2024 I know where to get help if someone hurts me or if I feel upset at or above 83.6% in 2024 I try again when I don't get things right at or above 85.6% in 2024 I try my best at or above 89.7% in 2024 I have friends at school at or above 88.8% in 2024</p>
Has this 12-month target been met	Met
12-month target 2.4 target	Assess the Victorian Curriculum Personal and Social Capabilities levels (Self-Awareness and Management and/or Social Awareness and Management Strands) using the Rosamond Growth Indicator to establish the baseline of student results.
Has this 12-month target been met	Met
KIS 2.a The strategic direction and deployment of resources to	Further development of the whole school approach to student wellbeing and engagement

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Provide Professional Learning around development of a common understanding of key mental Health terms. Provide Professional Learning on the roles and responsibilities for student welfare at the school and development of the referral system and explanation to whole staff Ensure targeted Professional Learning in relation mental health and wellbeing. To further improve the internal and external referral processes</p>
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Greater awareness of mindfulness, trauma, emotional regulation and social integration with regards to staff and student awareness/understanding</p> <ul style="list-style-type: none"> • Improved safety, engagement and connectedness to school • Higher levels of engagement and knowledge in relation self-awareness and healthy choices • Continued promotion of student voice, agency and advocacy • improved understanding of the referral process
Success indicators	<p>Percentage of all students with 20 or more days absence data The Rosamond Student Survey data Post-School destination data</p> <ol style="list-style-type: none"> 1. Decrease the percentage of all students with 20 or more days absence from 54% in 2023 to 51% 2. Maintain the percentage of student's positive post-school destinations (education, services and/or work) at 100% 3. Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS): I am happy to be at this school at or above 85.6% in 2024 I like this school at or above 86.4% in 2024 I feel like I belong at this school at or above 88.8% in 2024 I feel safe at this school at or above 84.5% in 2024 I know where to get help if someone hurts me or if I feel upset at or above 83.6% in 2024 I try again when I don't get things right at or above 85.6% in 2024 I try my best at or above 89.7% in 2024 I have friends at school at or above 88.8% in 2024

Reflection on progress	Student survey results continue to be very positive (measured by our Rosamond internal P-12 student survey). Absences for some students remain an issue due to individual family/student circumstances, some of which the school can support but cannot alleviate. Some Professional Learning, that was outsourced, was not as effective/beneficial as expected, due to the content presented/shared with staff. This has been identified, and future Professional Learning has been strategically sought to rectify this matter. Based on the results provided by the School Performance report we are tracking well above our like schools in this area.			
Enablers • What enablers are supporting/supported the delivery of this KIS?	<input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)			
Barriers • What barriers are impeding/impeded the delivery of this KIS?	<input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Other Family circumstances and limitations in what school can address re: absences/lateness of specific students. Further Professional Learning re: mental health and/or trauma is planned for 2025-2027, with ongoing support from Mackillop Institute (subsidised by SFYS).			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide Professional Learning on the development of a common understanding of key mental health terms across the school	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	75%

Activity 2	Provide Professional Learning on the roles and responsibilities for student wellbeing in the school and on the referral system	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	75%
Activity 3	To ensure targeted Professional Learning in relation to mental health and wellbeing	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	75%
Activity 4	Ongoing employment of an Occupational Therapist within our Allied Health team.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 5	To further improve the internal and external referral processes.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	75%
Activity 6	Continuation of mental health and mindfulness programs to support student engagement, resilience and emotional regulation, via programs such as Canine Comprehension and Bluearth (Mindful Movement)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 7	Professional Learning to train Rosamond Companion Dog, via DoE approved organisation 'Lead The Way', to be accredited for future 'in-house' Pet Therapy program.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	50%

Activity 8	Employment of an additional Youth Worker, as part of the Wellbeing Team, to support Mental Health programs/initiatives within the school from P-12.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 3 to: Term 4	100%
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to strengthen partnerships with families and carers that enhance student learning and wellbeing			
Actions	Open afternoons for each section of the school Developing relationships with external Wellbeing/ Mental Health providers			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Community members will have greater connectedness to the school and greater understanding of its operations. Staff will be more familiar with outside community connections and how to utilise the offerings of the community.			
Success indicators	Open afternoons for parents/carers to be able to come in and see the operation of their child's classroom (parent numbers) Parent survey (Rosamond School design) connectedness to school and satisfaction with contact between home and school			
Reflection on progress	The open afternoons in all sections of the school were very successful. We will continue this practice and embed the events as annual ones. Community connections continue to be a focus and will continue to grow and/or evolve. Our Parents and Friends Group redevelopment was very successful and their event/project plans for 2025 are already underway. The Parent Opinion Survey results were outstanding.			
Enablers	<input checked="" type="checkbox"/> Sufficient budget			

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Open afternoon access to school for parents/carers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School leadership team 	from: Term 2 to: Term 4	100%
Activity 2	Developing relationships with outside providers of Wellbeing and Mental Health supports.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health 	from: Term 2 to: Term 4	100%

Future planning

Overall, the year was a challenging one but not because of anything that could have been predicted. The unexpected death of a young staff member challenged the mental health and wellbeing of some staff, but it also created a sense of connectedness amongst those closest to her. Our targets, overall, tracked well, and where some students may not have achieved academically, factors outside of our control contributed, such as unexpected medical conditions greatly reducing the capacity of a few of our students during the year. Our focus remains on the KIS for next year, particularly in relation to student engagement and wellbeing, attendance being strategically considered, in terms of current practices re: monitoring such and improved ways to support families who struggle with getting their children to school (for reasons outside of school refusal). Our student survey is consistently very positive. The surprise this year was our incredibly favourable Parent Opinion Survey results. Moving forward, our Trauma Informed Professional Learning booked with The Mackillop Insitute teaching and supporting us, as a whole school, over the next three years is a very exciting journey that has already commenced with the collecting of student and staff data over the final two weeks of Term 4. The ongoing focus on student and staff awareness of self and others will positively impact student and staff engagement, wellbeing and connectedness, in order to further improve outcomes for all. Recruitment remains an issue, however, this is a statewide concern, and we will continue to do our best to address this for our setting.

Monitoring and Self-assessment - 2024

SEIL Feedback

Submitted Feedback

Thank you for submitting your end of year assessment for 2024 which details progress towards completion of your Annual Implementation Plan for this period. Congratulations on meeting Goal 2 which ensures learning growth for each student with a focus on literacy and numeracy which can be evidenced through increasing the percentage of all students making progression the Rosamond Growth Indicator (RGI). I note that all teaching staff were involved in the investigation of the existing instructional framework although at this stage leadership and I get to elect the most appropriate one for Rosemond primary to embed. This is an area which should be included in the 2025 Annual Implementation Plan together with peer observations which are also a work in progress. Whilst goal 3 targets all marked as met I note that key improvement strategy 3A is marked as partially completed. Student survey results remain very positive as measured by the Rosamond internal P-12 student survey although absences for some students remain an issue. Although, based on results, provided by the School Performance Report, Rosamond is well above like schools in the area, it is disappointing for staff that some professional learning (which was outsourced) was not as effective as expected. However, a positive outcome has been the identification of the lack of effectiveness and steps put into place to ensure greater alignment with school needs in the future. Professional learning pertaining to key mental health and wellbeing understandings and processes has been addressed to some extent but is also one which should be included for future focus in the 2025 AIP. Thank you to the leadership and staff at Rosamond Special School for their commitment to ensuring the implementation of the Annual Implementation Plan and for their focus on improvement for each of the students.

Submitted by Natalie Bakai (SEIL) on 02 January, 2025 at 09:39 AM

Thank you for submitting your mid-year evaluation which reflects on the significant progress, to date, towards fulfilling the Key Improvement Strategies and actions in your Annual Implementation Plan. The significant success indicators provided in each of the Goals, coupled with the Commentary on Progress in specific areas, gives a rich overview of examples, assessment and analysis of the teaching and learning across year levels. The documents attached to your evaluation provide additional evidence of both the processes and products being leveraged to ensure enhanced practice and how this might be transferred to enhance student learning. Although KIS2a: Redevelopment and consistent implementation of the RIF is slightly behind schedule I note that remediation strategies are in place to get back on schedule and that barriers are being addressed. Involving staff in authentic, rigorous, peer observations to provide feedback on the newly integrated components of the RIF will provide you with the opportunity to review and refine these practices. KIS2b: Use Professional Learning Community (PLC) structures to support teacher collaboration and professional sharing in implementation of the RIF will also support KIS2a. Likewise building the capacity of the PLT leaders to promote a common understanding of processes and procedures to strengthen PLCs. Please reach out if our EIL can support this KIS in any way. Structuring the coaching experience through documented conversations which allow for reciprocal feedback with further enhance this strategy. KIS 3a: Further development of the whole school approach to student wellbeing and engagement is a significant area of focus which, of course, is underpinned by strong teacher and community relationships. Whilst absence is a significant indicator of this improvement strategy it can be one which is difficult to track within a special setting.

However, I have noted the high response of your student survey which indicates the commitment to ensuring both wellbeing and engagement. This is mirrored in the progress of key activities the majority of which have been completed to 75% or more. KIS 3b: Strengthen partnership with families and carers that enhance student learning and wellbeing. The commentary on progress indicates that you have achieved greater involvement and connections with parents and carers and that connections with external organisations and allied health have also improved. Improving the use of resources such as Child Link, DFFH, Child Protection and Orange Door should further support the achievement of this Key Improvement Strategy. Thank you for your commitment to ensuring that the goals and KIS are translated into meaningful actions and activities that support the growth and development of students and staff and also the wider community. The evidence provided by you will also be useful in tracking the learning journey as we move to the end of year evaluation and 2025 AIP. Please extended my sincere thanks to your leadership team and staff for their contribution to the students learning, engagement and wellbeing. Natalie Bakai

Submitted by Natalie Bakai (SEIL) on 09 September, 2024 at 12:46 PM