

# 2019 Annual Report to The School Community



School Name: South Gippsland Specialist School (5495)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 April 2020 at 02:50 PM by Heather Braden (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 May 2020 at 08:12 PM by Tenielle Bentley (School Council President)

## About Our School

### School context

South Gippsland Specialist School is located on the education precinct next to the Leongatha Primary School. The school caters for students aged 5 – 18 who have been diagnosed with an intellectual disability with 52% of the school population also having a dual diagnosis of Autism. South Gippsland Specialist School is committed to providing all students with access to a variety of high quality educational opportunities so that they become empowered members of society. We operate within a strong framework of values and behaviours based on respect, learning, safety, teamwork and inclusion.

**Curriculum:** The school provides a broad curriculum that is designed to foster opportunities for students to reach their full potential academically, socially and emotionally. Student progress is assessed using the Victorian Curriculum framework designed for reporting the progress of students on the program for students with disabilities. Students have the opportunity to participate in a broad range of programs that allow them to have an enriched experience throughout their years at our school. Some of these programs include Literacy, Numeracy, Art, Science, P.E., Sport, Swimming, Music, ICT, Kitchen Garden, Life Skills, Sensory, Community Access and Work Experience.

**Attendance:** Senior Programs such as Duke of Edinburgh, Community Recreation and an extensive work experience program are designed to engage our at risk senior students and reduce absenteeism. The school engagement policy incorporates a system where there is follow up with families when a student is absent. If the issue is identified as dis-engagement, then alternative programs are discussed in SSG's with the aim to re-engage.

**Staffing:** In 2019, the school's enrolment figures peaked at students. The school employed a full time equivalent staffing ratio of Principal class - 2.0, Teachers 6.4, Education Support 9.5, Allied Health, 1.6, Welfare . 0.4, Administration 1.4

**Transition Pathways;** In 2019, the school, in conjunction with Specialist Children's Services, continued to run an Early Intervention Play Group. This program ran in two blocks of 8 weeks across the year with 4 families accessing the program. Students graduating in 2019 were successfully transitioned into their post school programs. Two students moved onto Yooralla First Base , two on to further study and supported employment another accessing a personalised program through the NDIS.

### Framework for Improving Student Outcomes (FISO)

In 2019, the School focused on implementation of Key Improvement strategies and to the FISO dimensions of Building Practice Excellence and Empowering Students and building school pride

This included:

- implementation of PLC's and the continuation of the Primary Maths Specialists Initiative
- a focus on embedding the whole school School Wide Positive Behaviour Support Framework
- Increasing student voice across the school

Improving Mapbook implementation across the school

To support implementation of these KIS, Maths Specialists continued to support teachers with planning and coaching.

Positive gains in the School Staff Survey showed clear evidence of their impact, showing positive changes in teacher practice and student learning outcomes.

The Mapbook coach continued to support teachers to plan and develop resources for the students mapbooks for their individual goals.

The school successfully improved the School Wide Positive Behaviour Support implementation across the school with data showing improvement in student behavioural outcomes.

### Achievement

In 2019, the school continued to work on its strategic plan goal of maximising student learning and growth in Numeracy.

The school has seen an increase in student learning growth against the Victorian Curriculum with 85% of students making growth within or above their ABLES Levels and Maths online interview data, almost meeting the 12 month target set in the 2019 AIP

The school continued to employ a Mapbook coach to support the whole school implementation of their Mapbooks which aligned with students personalised Learning support plans.

The Inclusive Schools Project allowed the school to showcase how we used differentiation to the network schools and in turn, this was a chance to share our knowledge and skills of curriculum modification for students with disabilities. The Mapbook coach supported 12 Primary schools to implement their own "Mapbooks" to support a number of their students. One school loved the concept so much they decided to implement it to all their Preps this year. Amanda remains employed by the school to support resourcing and further develop the schools Mapbook system and has also continued to work with the network primary schools supporting their teachers to implement their Mapbook systems. Schools in the network also requested support from our other staff around behaviour management, designing sensory programs for students with Autism, accessing support from our speech therapist to create visual supports. The Specialist Schools Inclusive Schools project gave our school an enormous boost in our profile within the network and has created a very positive working relationship, in particular, within the Precinct.

## Engagement

South Gippsland Specialist School students are engaged and connected to their school and we are proud of the programs which support students to build their personal and social capability to their full capacity.

This year the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing and includes programs such as Student Representative Council, School Wide Positive Behaviour Support, Transition Programs and school choir.

A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys where possible.

In 2019, the school had a focus on improving student attendance and improving student voice. ATSS data indicated that we met this 2019 AIP target but attendance data shows we were not able to reduce student absenteeism.

In 2019, South Gippsland Specialist School continued to work with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absence. The school works closely with the Welfare officer to support chronic absences and the return to school processes. Improving parent connectedness to the school was also a focus for the 2019 AIP. Parent attendance to special events on average was about 50% of the school. Parent opinion Survey data showed that we met this target.

## Wellbeing

The school has been implementing School Wide Positive Behaviour Support since 2012. In 2019, the focus was on revisiting the essential elements of the framework with our new staff. The school implements a range of strategies to support students personal and social capabilities;

Engine Room - whole school understanding of the need for students to have sensory activities across the day to help them to remain calm and in the optimal zone for learning.

SWPBS - Visual Supports across the school to help students to understand what is expected of them

MAPBOOKS - structured support for numeracy and literacy activities for students who have severe language disorders, executive function issues and working memory problems.

Reduction of cognitive load - whole school approach to removing all unnecessary information in classrooms so students can focus on what is being instructed at the time of need.

Individualised programs for tier 3 students

Whole school approach to building a positive culture in the school community to ensure that all students feel safe and supported.

Increasing students voice so students feel they have been listened to. Development of visual supports for the Attitudes to school survey to be more inclusive of students with communication issues.

Increased understanding of mental health in children.

Increased understanding of children who have experienced trauma through PD.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2019, the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a student welfare officer.

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2019 results in most areas of AToSS showed improvement: I Like school - 91% Managing Bullying - 86% Feeling safe at school - 82% All of these variables were above the state mean for all Victorian Special Schools.

Parent satisfaction with the school overall was 100% and 88% of students felt connected to the school. Staff opinion survey data showed 68% positive climate variable.

### **Financial performance and position**

South Gippsland Specialist School ended the SRP credit in deficit. This was because we had three students whose behaviour deteriorated so much they required 1:1 support across the school day. The school was required to hire extra staff to support these three students placing the school in deficit at the end of the year.

The school continued to apply for funding grants with good success: Rotary (\$1,000), Bank First (\$2,000), Targeted Funding (\$20,000), Woolworths (\$913), IGA (\$2,000), Fundraising (\$4,450)

The financial Performance reports show the school had a surplus at the end of the year in the cash of \$4063. During the year


**For more detailed information regarding our school please visit our website at [sgss@vic.edu.au](mailto:sgss@vic.edu.au)**




## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 48 students were enrolled at this school in 2019, 13 female and 35 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>6%</td></tr> <tr><td>C</td><td>8%</td></tr> <tr><td>D</td><td>32%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>18%</td></tr> <tr><td>1 - 1.5</td><td>13%</td></tr> <tr><td>2 - 2.5</td><td>12%</td></tr> <tr><td>3 - 3.5</td><td>10%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>3%</td></tr> <tr><td>C</td><td>7%</td></tr> <tr><td>D</td><td>15%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>23%</td></tr> <tr><td>1 - 1.5</td><td>23%</td></tr> <tr><td>2 - 2.5</td><td>9%</td></tr> <tr><td>3 - 3.5</td><td>16%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	1%	B	6%	C	8%	D	32%	0.5	0%	F - F.5	18%	1 - 1.5	13%	2 - 2.5	12%	3 - 3.5	10%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	2%	B	3%	C	7%	D	15%	0.5	0%	F - F.5	23%	1 - 1.5	23%	2 - 2.5	9%	3 - 3.5	16%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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## Performance Summary

Engagement	Student Outcomes												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>28.8</td> <td>28.7</td> <td>32.5</td> <td>26.2</td> <td>29.1</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	28.8	28.7	32.5	26.2	29.1
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Average absence days	28.8	28.7	32.5	26.2	29.1								
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>77.8</td> <td>100.0</td> <td>100.0</td> <td>85.7</td> <td>90.9</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	77.8	100.0	100.0	85.7	90.9
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## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$1,943,483
Government Provided DET Grants	\$319,575
Government Grants Commonwealth	\$6,056
Government Grants State	\$11,900
Revenue Other	\$17,836
Locally Raised Funds	\$45,398
<b>Total Operating Revenue</b>	<b>\$2,344,248</b>

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,754
Official Account	\$2,310
<b>Total Funds Available</b>	<b>\$4,064</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$21,991
<b>Equity Total</b>	<b>\$21,991</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$1,970,547
Communication Costs	\$4,411
Consumables	\$47,904
Miscellaneous Expense <sup>3</sup>	\$50,885
Professional Development	\$8,726
Property and Equipment Services	\$154,845
Salaries & Allowances <sup>4</sup>	\$52,766
Trading & Fundraising	\$4,999
Travel & Subsistence	\$13,324
Utilities	\$61,425
<b>Total Operating Expenditure</b>	<b>\$2,369,829</b>

### Financial Commitments

Operating Reserve	\$4,064
Other Recurrent Expenditure	\$13,334
Funds Received in Advance	\$575
School Based Programs	\$143
<b>Total Financial Commitments</b>	<b>\$18,116</b>

**Net Operating Surplus/-Deficit** **(\$25,581)**

**Asset Acquisitions** **(\$2,500)**

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.



# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

### Achievement

Student achievements in :

- English and Mathematics

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## What is the meaning of '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.