

# 2021 Annual Report to The School Community



**School Name: East Gippsland Specialist School (5490)**



- 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 2021 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 10 May 2022 at 09:26 AM by Daniel Clark (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 13 May 2022 at 10:12 AM by Shane Pendergast (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

#### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

East Gippsland Specialist School (EGSS) is located approximately 280 kilometres East of Melbourne in the regional city of Bairnsdale. The East Gippsland Specialist School vision encompasses a commitment to achieving excellence in education for students with additional learning needs through curriculum which integrates learning technologies with best practice in teaching and learning. The student population is in the 5 – 18 year age group, has mild to profound intellectual disabilities and/or multiple disabilities. In 2021, our staffing profile consisted of 35.40 FTE staff members and 1 Aboriginal and Torres Strait Islander staff members.

The school has a large catchment area with some students travelling from as far as Orbost to attend school daily; this is approximately a 200 kilometre round trip. Our overall socio-economic profile is low. The school recognises that every child is unique and that our students require additional resources to enable them to succeed. Our belief that 'every child can learn' is fostered in a positive, stimulating, caring and secure atmosphere. We promote the school values of Be Safe, Be Respectful and Be a Learner. Students are taught in small groups that are supported by teachers, education support staff, Allied Health staff and other specialist programs ie Performing Arts and Visual Arts.

The school remains committed to providing a progressive, stimulating and safe school environment that utilizes sound management practice, communication between all members of the school community, improved delivery of appropriate curriculum and increased community awareness of students with a disability. The curriculum is based on the Victorian Curriculum. In 2021 the Victorian Certificate of Applied Learning (VCAL) was not offered in the Senior Department.

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### Framework for Improving Student Outcomes (FISO)

In 2021, the school underwent a delayed review that should have been undertaken during the previous year. Due to the impacts of COVID-19, this was delayed until 2021. Further disruptions to school operations occurred in 2021 as a result of further COVID-19 interruptions and leadership instability. The implementation of the Framework for Improving Student Outcomes and Key Improvement Strategies was limited. As a consequence of this, professional development opportunities afforded to staff and the implementation of these opportunities were highly hindered.

The School Strategic Plan was not formulated and endorsed until the recruitment of a new Principal and Assistant Principal who commenced in their roles at the school in Term 1 of 2022.

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### Achievement

As a specialist school, all students are PSD funded and supported in the classroom with a variety of supports targeted at their specific needs. This includes visuals, specific interventions, IEPs and tools appropriate to the individual circumstances and needs of students. The school implements a variety of teaching and learning approaches to suit the learning needs of our students. The STAR and Links programs provided the structure for explicit teaching of letter knowledge and letter/sound relationships through the utilisation of the Discrete Trial strategy. The STAR Autism supports programs of STAR and Links were implemented as a way in which students are consistently taught core functional routines and lessons to develop their expressive and receptive language, social skills through play, academic skills and independence through daily routines. All student achievement was tracked using the ABLES suite of literacy assessments. Some classes additionally used readers notebook and reading eggs to support development and growth in literacy outcomes.

Mathematics skills are explicitly taught in discrete trial sessions in both STAR and Links with teachers making links to the Victorian Curriculum. Some classes utilised the on online mathematics program (Prodigy) to support the classroom programs. Teachers assess student achievement against the Victorian Curriculum and track students using the Sentral Continuum tracker.

We continue to have a spread of students from Level A through to Level 5 of the Victorian Curriculum.

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## Engagement

Student attendance for a number of students continues to be of concern for our school. Student and parent health, family holidays and general disengagement continue to have significant impact on student attendance. We engage with the DET attendance and welfare officer, local agencies such as GEGAC, Child First, KESOs and in some cases DFFH to support families to have their children attend school more regularly. Staff make contact with families on a regular basis in an attempt to further engage the families. With the added complexity of COVID-19 we had a mixture of greater engagement for those who regular don't attend as well as disengagement from most students who would attend everyday. It was also evident that families and carers found it difficult to complete the set work with students.

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## Wellbeing

Students across the school have been supported through a wide variety of both external and internal supports. These include regular monitoring of student wellbeing by classroom staff who are supported by leadership and allied health staff. Referrals are also made to Student Support Services Personnel and Koorie Education Support Officers where applicable. The school liaises with external NDIS therapists and support workers to provide a holistic approach to student wellbeing. PSD processes were conducted for a number of students requiring a 6/7 review, short-term funded place or alternative placement. This was in addition to new prep enrolment processes. SSGs to plan student learning goals and individual education plans were also conducted on a regular interval.

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## Finance performance and position

During 2021 Covid continued to disrupt many of the programs and projects we had planned for the year. This resulted in East Gippsland Specialist School having a high amount of funding being carried into 2022, showing an overinflated surplus at the end of 2021.

Some of the programs and projects carried forward include:

\$400,000 - towards the Primary Playground upgrade

\$145,000 - for two (2) new Toyota mini buses / people movers

\$176,970 - for various school based programs, including but not limited to: School Sports Program, Literacy and Numeracy Education, School Assistance Dog, Staff Professional Development, Student Swimming Program, Community Activities and Programs

\$180,313 - for Building and Maintenance works that are still in the process of being completed.

We are also holding \$40,549 of CSEF, (Camps, Sports & Excursion Funding), that belongs to our families.

With Covid restrictions now lifting we are anticipating 2022 to be a solid year with all our school programs resuming.

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 92 students were enrolled at this school in 2021, 28 female and 64 male.

NDP percent of students had English as an additional language and 25 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

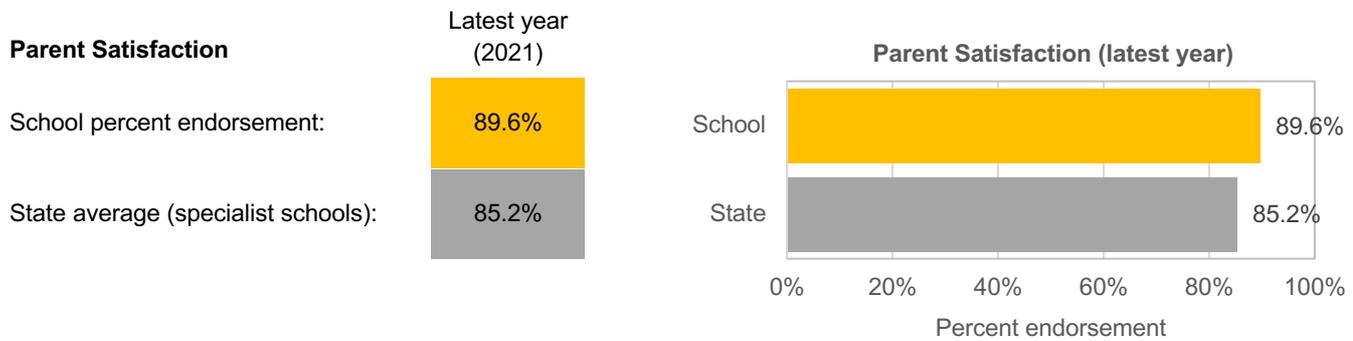
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

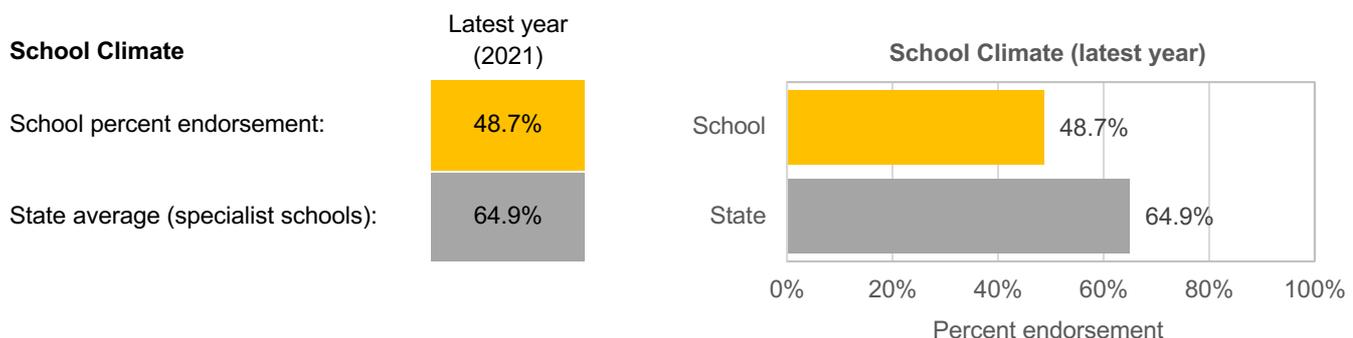


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



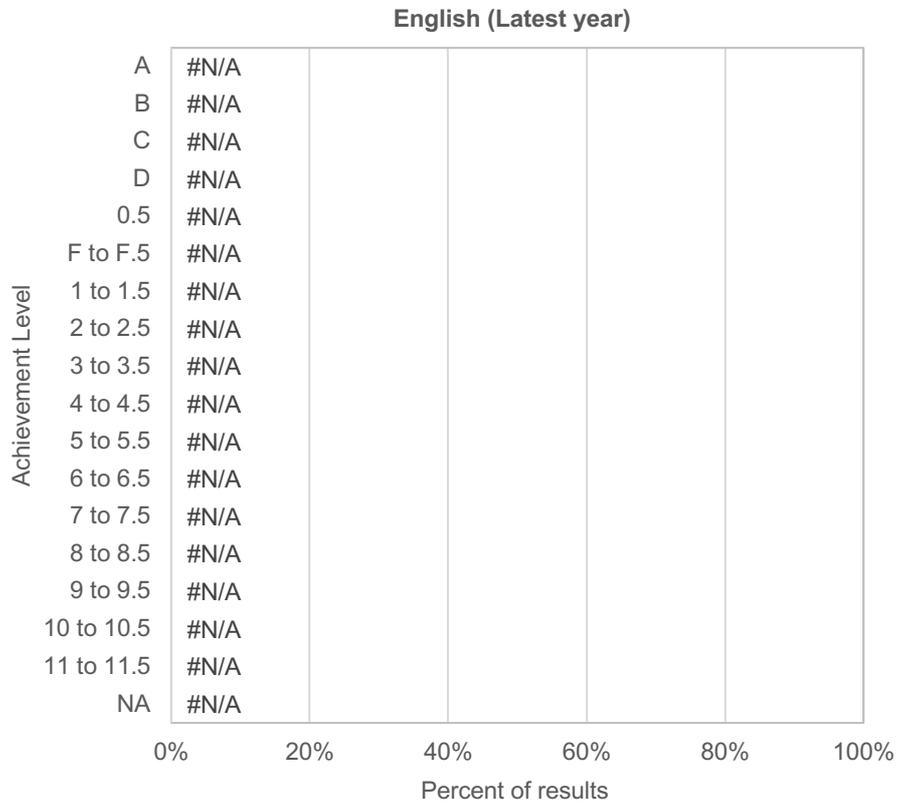
## ACHIEVEMENT

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

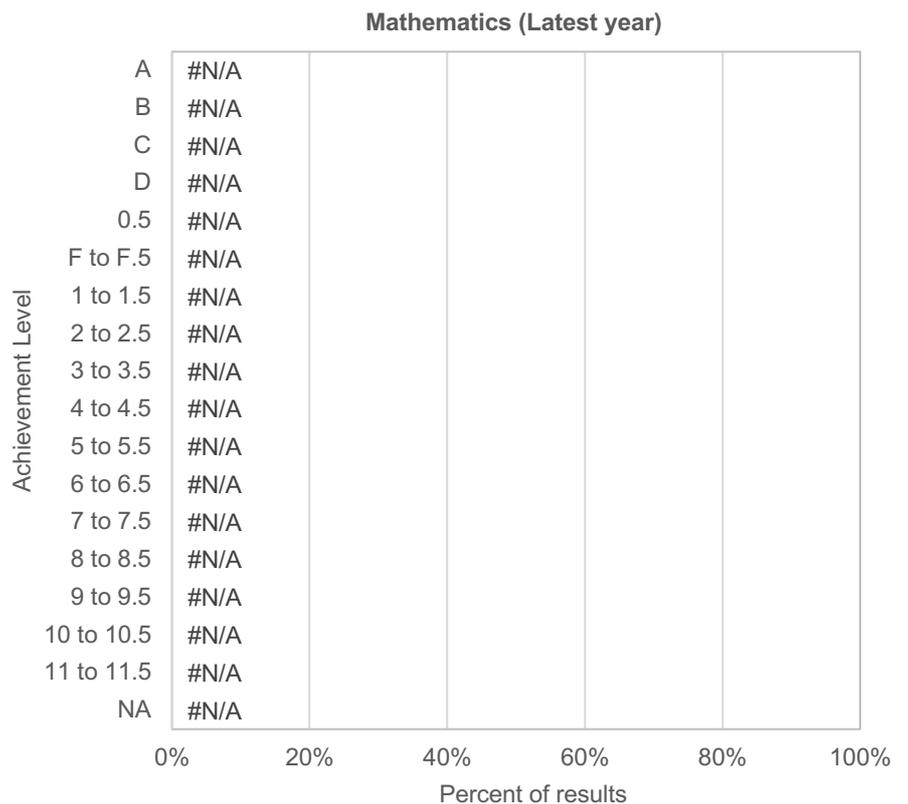
#### English

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	36.7	36.7	47.3	48.8	42.0

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	100.0%	100.0%