

# 2022 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 of the previous calendar year 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 14 March 2023 at 05:17 PM by Daniel Clark (Principal)

- This 2022 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 04 April 2023 at 10:52 AM by Matthew Turner (School Council President)

## How to read the Annual Report

---

### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

### 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

#### **Learning**

- 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).

---

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

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

---

### 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.

---

### 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

---

## School context

East Gippsland Specialist School (EGSS) is located approximately 280 kilometres East of Melbourne, in the regional city of Bairnsdale. The EGSS 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 2022, we had approximately 90 students enrolled and our staffing profile consisted of 35.6 FTE staff members. The school has a large catchment area with some students travelling from as far as Orbost and surrounding areas 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.

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 (ES) staff, Allied Health staff and other specialist programs such as, PE, 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 2022 the school collectively established a school vision of "Our Vision is to develop lifelong learners that have a strong positive sense of identify, have a voice and treat others with kindness by learning to embrace and respect diversity." The school also developed the mantras of "Positively Support People", "Build Strong Foundations Together" and "Seek to Understand". Our vision and these mantras are foundational to all the work that we do together to best support our students and families.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the establishment of a new leadership team, with a new substantive Principal and Assistant Principal, brought about multiple changes following a period of leadership instability in the years prior. The emphasis on student learning came initially through a revamped process for developing Individual Education Plans (IEPs) for all students across the school. These IEPs were focused on the Victorian Curriculum and heavily linked to student achievement as well as academic, social/emotional progress and functional independent skills.

Further school structures were implemented to enable teachers and Allied Health team members to meet regularly as PLCs. The first step was to introduce PLC meeting structures, allow leaders to bring whole school improvement strategies into the focus of team planning and this has resulted in the introduction of some consistent planning processes across the school. The workshop model as an instructional model for literacy and numeracy was also introduced and embedded into consistent planning documents and templates to be used across the school.

Newly established assessment schedules were introduced and will continue to be an area of focus for 2023. Professional learning in analysis of student data at whole school and cohort levels was a focus and will continue to be a focus for teachers as part of their ongoing data and assessment as well as school improvement journey.

Previous Acting Principal removed the requirement to report on the Victorian Curriculum. The current leadership team is implementing this change in 2023 so that the school reports on the Victorian Curriculum.

### Wellbeing

Numerous Wellbeing initiatives were introduced in 2022, to positively support wellbeing outcomes for students across the school. A newly established SWPBS/RR team met regularly with Area support to assist with guiding work in the area of Respectful Relationships (RR) and School Wide Positive Behaviour Support (SWPBS). The team's focus revolved around reviewing practices and processes for RR and SWPBS across the school. This helped to formulate plans for further implementation of SWPBS and RR.

The Zones of Regulation (ZoR) was introduced as a whole school wellbeing program to assist students with identifying their regulatory states. The framework also enables staff to support students to understand their emotions and practise strategies to co- and self-regulate.

Buddy the Assistance Dog arrived at the school and begun supporting students in classrooms across the school. Primary and Secondary carers undertook extensive training with the dog to introduce 'Buddy' into the school environment, before being introduced to classrooms. Staff professional learning around our Assistance Dog practices also occurred.

The school worked extensively with renowned behaviour specialist, Dan Petro to refine our response to student behaviours. This has included further Safety Plan training for staff which has led to the review, update and introduction of new safety plans for students. A significant amount of time has been spent ensuring that our safety plans are up to date, relevant and easily actionable. All classroom staff were involved in the development of these plans. Dan Petro also worked with the school's leadership and allied health team to undergo training in functional-based behaviour intervention.

In the School Staff Survey, the school achieved 5-year highs over various positive endorsements including, School Climate (58%), School Leadership (70%), School Staff Safety and Wellbeing (67%). The school is looking towards building on this in 2023.

## Engagement

Attendance continues to be of concern for a number of students at our school. Student and parent health, family holidays and general disengagement continue to have significant impact on student attendance, as does the ongoing impact of the pandemic. We engage with the Area Student Wellbeing and Engagement Officer, local agencies such as GEGAC, Child First, Koorie Engagement Support Officers (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.

In 2022 the school was involved with the School Focused Youth Service (SFYS) initiative where funding was provided for various initiatives and targeted programs, aimed at increasing attendance and reducing the likelihood of disengagement of students aged 11 years and above. As part of this initiative, staff were trained in Lego Club and Rhythm 2 Recovery programs, both of which will be introduced in 2023 to support student wellbeing and engagement. In addition to this, many of our 11-15 year old students participated in a recreation/arts and craft/science program facilitated by Your Own Way (with funding provided through SFYS). This program was also targeted at increasing engagement at school.

In 2022, there was poor engagement in the Parent Opinion Survey (POS) and Attitudes to School Survey (AtoSS), therefore data collected is viewed as invalid and unable to be used to draw conclusions from due to such a small sample size. In 2023, the school leadership team will enact strategies to increase engagement in these surveys.

---

## Financial performance

The end of 2022 saw East Gippsland Specialist School have a high amount of funding being carried into 2023, showing an overinflated surplus at the end of the year. This was largely contributed to from 2020 and 2021 when there were interruptions to programs and supply due to Covid as well as having continuous difficulty filling teacher positions. \$400,000 for our Primary Playground upgrade has been carried forward, it will be completed as part of our building upgrade, due to commence in Term 4, 2023. Some of our other programs and projects include: \$74,850 – Furniture and equipment replacement, \$43,289 – School based programs, including Koorie Literacy and Numeracy, STAR Autism support, Career Education Funding, Swimming in schools and the Schools Sports Grant, \$135,812 – Building works and Essential Safety inspections, \$52,320 - CSEF, (Camps Sports & Excursion Funding), which is money that belongs to our families.

**For more detailed information regarding our school please visit our website at**  
<https://www.eastgippslandss.vic.edu.au/>

# 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 2.0 (FISO 2.0).

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 90 students were enrolled at this school in 2022, 27 female and 63 male.

NDP percent of students had English as an additional language and 26 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).

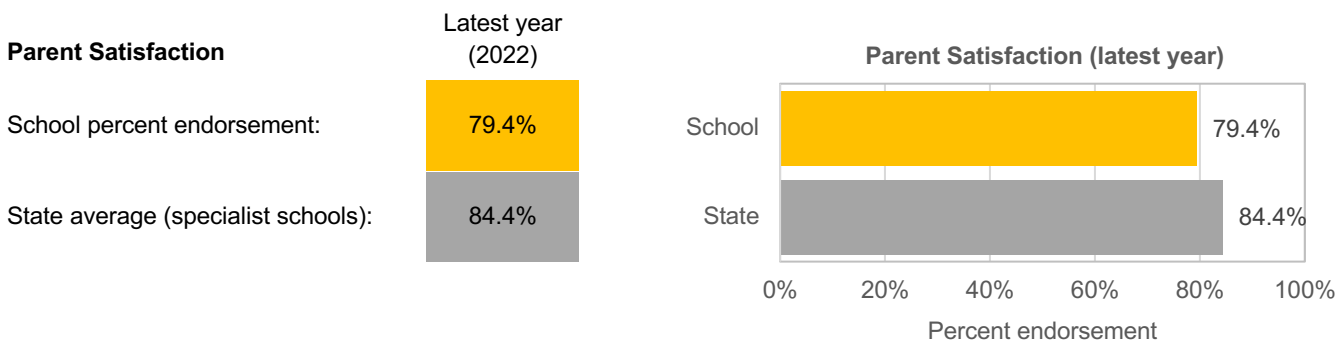
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

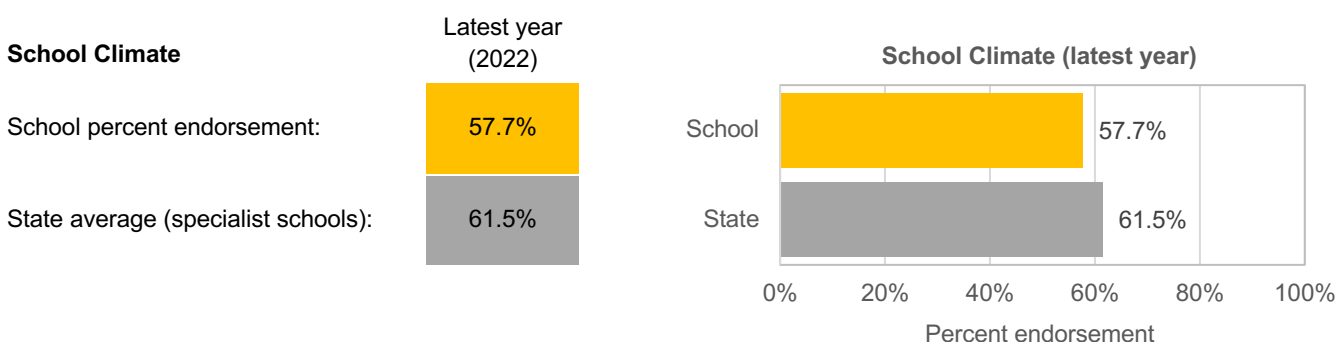


### School Staff Survey

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.



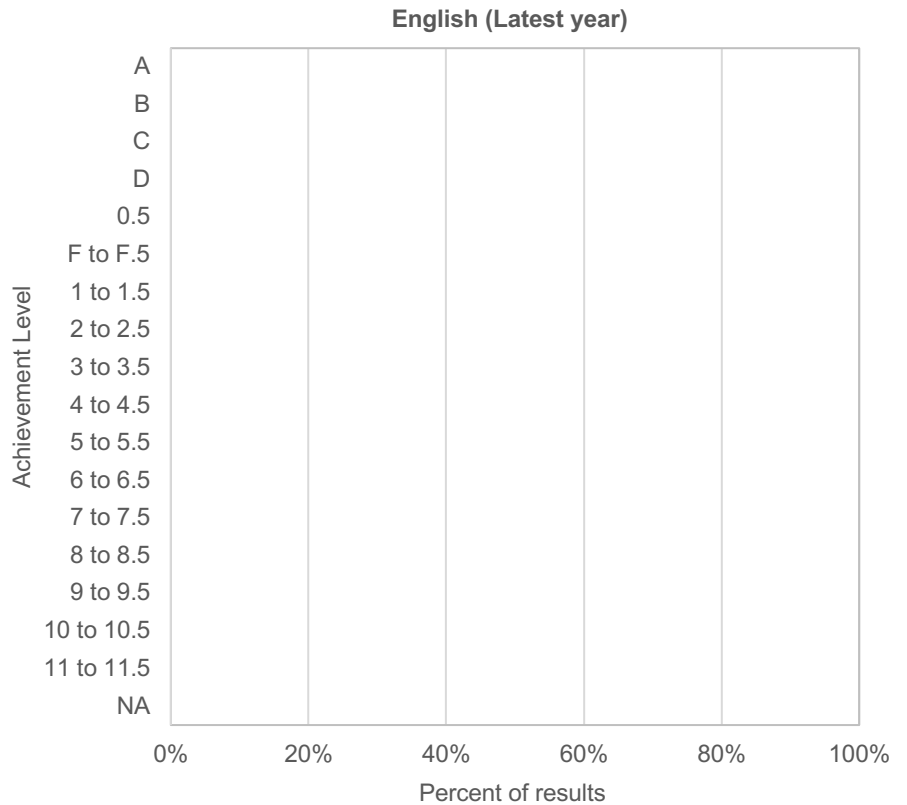
## LEARNING

### Teacher Judgement of student achievement

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

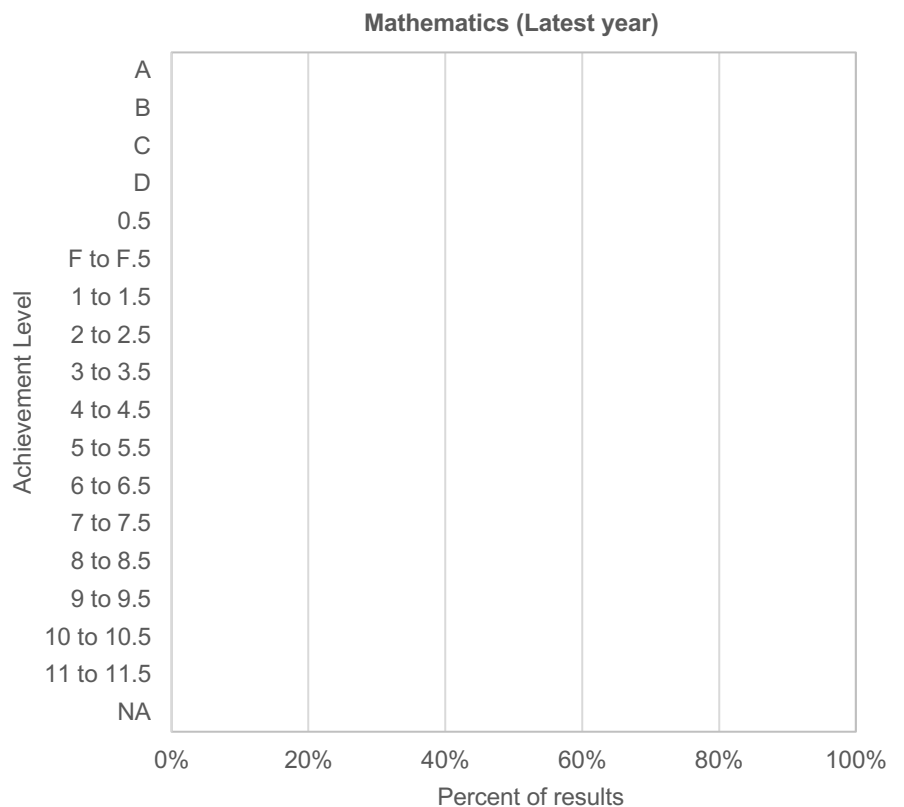
#### English

Achievement Level	Latest year (2022)
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 (2022)
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	36.7	47.3	48.8	48.4	45.0

### 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%	NDP	100.0%	NDP	100.0%