

2018 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).
- 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 2018 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 01 April 2019 at 07:56 PM by Barbara Olsen
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 May 2019 at 07:06 PM by David Ward (School
Council President)

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 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. The school demonstrates an awareness of cultural and religious differences. In 2018, the school catered for 103 students (35 female and 68 male) with some students continuing to be dual enrolled in mainstream schools. Approximately eighteen percent of the students were Aboriginal. The school has a large catchment area with some students travelling from as far as Orbost to attend school daily; this is approximately a 200kilometre 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. In 2018, EGSS employed an equivalent of 2.0 Principal Class, 1.0 Leading Learning Specialist, 15.4 EFT Teaching Class and 20.02 EFT Education Support Class (including Teacher Assistants, Allied Health and Administrative Staff) to provide an educational program to our students. Mid-year, our Leading teacher transferred to a mainstream school which gave us the opportunity to elect a Leading learning Specialist for our school.

The school encourages a supportive environment where teamwork between members of the school community is paramount. Our belief that every child can learn is fostered in a positive, stimulating, caring and secure atmosphere. We promote the school values of to Be Safe, Be Respectful and Be a Learner. Students are taught in small groups that are supported by teachers, classroom assistants, Allied Health (Speech pathologist and Occupational Therapist) staff and other specialist programs ie Performing Arts, Visual Arts and Woodwork. The school is 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 EGSS provides a comprehensive curriculum for primary and post primary students with intellectual disabilities. The curriculum is based on the Victorian Curriculum and in 2018, the Victorian Certificate of Applied Learning was not offered in the Senior Department. In 2018, we continued to utilise the STAR and Links programs to underpin our pedagogical approach to teaching.

Framework for Improving Student Outcomes (FISO)

In 2018, EGSS focused on the following FISO areas:

Building practice excellence: we continued to embed the STAR and Links programs and four teachers and two Education Support staff received additional training to support them to develop their skills further. These staff supported other staff in developing their skills in these programs. Our school participated in all the Outer Gippsland Reading Strategy professional learning sessions. These sessions directly impacted on the teaching and learning programs at our school with teachers implementing strategies such Reader's Notebook across the entire school. We continued to utilise the services of a behaviour specialist to promote a consistent approach to behaviour management across the school. We facilitated network wide professional learning around behaviour management to develop a shared understanding of this complex issue.

We employed five new teachers at the end of 2018 due to staff retirements, relocation to other schools and family leave. We lost significant expertise with the departure of these teachers the impact of the high percentage of new teachers will be significant; there will be a need to provide additional professional learning about STAR and Links. We continue to have difficulty in employing Casual Relief Staff to cover staff absences.

Curriculum planning and assessment: all classroom teachers used the Sentral continuum tracker to track student learning against the Victorian Curriculum. This information is then fed into CASES for reporting to the Department of Education and Training. Staff used the Sentral Continuum to support planning for their students. The Middle and Primary teaching teams planned collaboratively for department wide topics in Science, Health,

Technology, History and Geography. The teachers collaboratively developed a weekly planning document that will be fully implemented in 2019. This planning document is extensive and includes the planning of mini-lessons. Building leadership teams: We continued our involvement in the Coaching for Leadership teams program through the continued use of the School Improvement Team in the second half of the year. An Action Team continued to focus on the improvement of communication across the school but did not implement any changes. This team will continue in 2019. The leadership team participated in initial professional learning relating to the Professional Learning Community initiative and our school was successful in being selected to participate in this program in 2019. We were asked to become the lead school in the School Improvement Partnership initiative with Nowa Nowa PS. Our two schools will work closely together across 2019 to further improve the teaching of literacy.

Achievement

During 2018, we continued to implement a variety teaching and learning approaches to suit the learning needs of our students. In Literacy, Direct Instructions and MiniLit were used as teaching approaches to support reading and writing instruction in some classrooms. 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. Our school participated in a pilot program relating to Functional Needs assessments whereby ten families participated supported by staff (principals, teachers and Allied health staff). Extensive summaries of the FNA were provided to both the school and families and feedback from those who participated was positive.

Mathematics skills are explicitly taught in discrete trial sessions in both STAR and Links with teachers making links to the Victorian Curriculum. The teaching of mathematics areas is set out in a two yearly plan to ensure all areas are taught across the school. 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. At the beginning of the school year, the whole staff were provided with professional learning in regards to our curriculum planning and coordination, regardless of their role.

We continue to have a spread of students from Level A through to Level 5 of the Victorian Curriculum with approximately 58 % of students operating at level D or below for English and approximately 45% operating at level D or below for Mathematics. We had approximately 70% of students achieve their goals in English which is below the target set for 2018. Further professional learning on goal setting will be implemented in 2019 to ensure more students achieve the set goals.

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 and in some cases DHHS 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. We had an overall slight increase in the average number of absence days when compared to 2017: the average was 36.8 in 2017 compared 34.9 in 2017. Some of our disengaged youth have transitioned to alternative programs at BSC and this has improved their engagement with education.

In 2018, we had 100% of graduating students went on to further studies or employment. Our exiting students mainly attend the Noweyung Adult Centre or TAFE. Some students have a combination of both. One of our exiting students gained a job through open employment although employment opportunities for our graduating students continues to be limited in our area.

Wellbeing

In 2018, approximately 40 students completed the Student Attitudes to School Survey that had been adapted and simplified for students in Specialist Schools. The student attitudes to school survey indicated that our students perceive themselves as resilient and that teachers are supportive of their learning. Seventy-Six percent of students feel a sense of connected to our school with 88% feeling a sense of inclusion and 84% being positive about student voice and agency. The overall percentage of endorsement by students has risen from 62% in 2017 to 76% in 2018.

In 2018, the Assistant Principal continued as the Lookout Designated Teacher for students in Out of Home Care. The Designated Teacher has specific responsibilities relating to the reporting of Individual Learning Plans to Lookout as well as being the point of contact for Agencies in relation to students in Out of Home Care. Our school had eleven students on OHC in 2018.

The staff opinion survey indicated that 52.4 of staff who responded to survey agree or strongly agree that the overall school climate is positive. Even though staff are provided with time to complete the survey, approximate 20% of staff do not complete the survey. The school will endeavour to increase staff participation in the survey. It is anticipated that the work of the Professional learning communities initiative will improve our school climate. Staff Professional Development Plans will be focusing on understanding their role and how they influence student outcomes.

The parent opinion survey had an overall satisfaction of 89.9% which is above the state median.

Financial performance and position

2018 saw a higher than expected increase in both casual relief teaching and teacher assistant expenditure. This was due to unforeseen staff illnesses and events. Building and ground works expenditure around the school were in excess to previous years due to extensive ground works and irrigation systems being installed. Utilities expenditure was steady with figures similar to previous years.

We started the year with bank balance of \$362,637 much of which related to Building and Grounds works that are still outstanding. The school oval redevelopment took place in 2018. We have \$50,102 which is revenue receipted in advance and includes a Special Inclusion Grant, Community Project Grant and Sporting Schools Grant. In 2018, we carried over the Specialist School Inclusion Grant which was allocated to our school to support Inclusion in both our school and those across the networks of Outer Gippsland. We acquired an addition \$28,500 for our participation in the Functional Needs Assessment Pilot. This funding was utilised to improve the safety and access to our car park as well as the installation of an automatic door for entry to our school.

We also have \$36,400 budgeted for school based programs such as STAR and Links, Professional Practice Days and Staff Observation.

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: 

School Profile

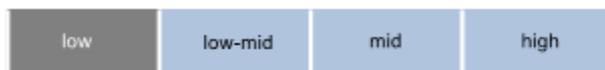
Enrolment Profile

A total of 103 students were enrolled at this school in 2018, 35 female and 68 male.

ND were EAL (English as an Additional Language) students and 18 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

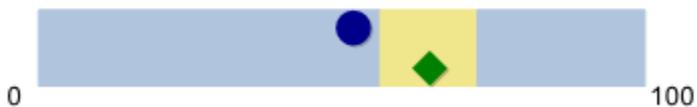
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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"> English Mathematics <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>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>~7%</td></tr> <tr><td>B</td><td>~20%</td></tr> <tr><td>C</td><td>~13%</td></tr> <tr><td>D</td><td>~18%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>~13%</td></tr> <tr><td>1 - 1.5</td><td>~16%</td></tr> <tr><td>2 - 2.5</td><td>~9%</td></tr> <tr><td>3 - 3.5</td><td>~3%</td></tr> <tr><td>4 - 4.5</td><td>~1%</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>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>~9%</td></tr> <tr><td>B</td><td>~14%</td></tr> <tr><td>C</td><td>~8%</td></tr> <tr><td>D</td><td>~14%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>~6%</td></tr> <tr><td>1 - 1.5</td><td>~26%</td></tr> <tr><td>2 - 2.5</td><td>~16%</td></tr> <tr><td>3 - 3.5</td><td>~3%</td></tr> <tr><td>4 - 4.5</td><td>~1%</td></tr> <tr><td>5 - 5.5</td><td>~1%</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	~7%	B	~20%	C	~13%	D	~18%	0.5	0%	F - F.5	~13%	1 - 1.5	~16%	2 - 2.5	~9%	3 - 3.5	~3%	4 - 4.5	~1%	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	~9%	B	~14%	C	~8%	D	~14%	0.5	0%	F - F.5	~6%	1 - 1.5	~26%	2 - 2.5	~16%	3 - 3.5	~3%	4 - 4.5	~1%	5 - 5.5	~1%	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>Average Number of Student Absence Days</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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>29.8</td> <td>36.7</td> <td>34.9</td> <td>36.8</td> <td>34.6</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	29.8	36.7	34.9	36.8	34.6
Year	2015	2016	2017	2018	4-year average								
Average absence days	29.8	36.7	34.9	36.8	34.6								
<p>Exit destinations</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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,793,615
Government Provided DET Grants	\$585,616
Government Grants Commonwealth	\$1,800
Government Grants State	\$9,725
Revenue Other	\$16,446
Locally Raised Funds	\$57,119
Total Operating Revenue	\$4,464,321

Funds Available	Actual
High Yield Investment Account	\$355,312
Official Account	\$7,325
Total Funds Available	\$362,637

Equity ¹	
Equity (Social Disadvantage)	\$261,841
Equity Total	\$261,841

Expenditure	
Student Resource Package ²	\$3,672,126
Books & Publications	\$55
Communication Costs	\$11,152
Consumables	\$44,687
Miscellaneous Expense ³	\$44,270
Professional Development	\$28,867
Property and Equipment Services	\$231,250
Salaries & Allowances ⁴	\$230,504
Trading & Fundraising	\$20,160
Travel & Subsistence	\$9,051
Utilities	\$42,572

Financial Commitments	
Operating Reserve	\$94,046
Other Recurrent Expenditure	\$139
Funds Received in Advance	\$82,493
School Based Programs	\$14,959
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$31,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$35,000
Total Financial Commitments	\$362,637

Total Operating Expenditure	\$4,334,695
Net Operating Surplus/-Deficit	\$129,627
Asset Acquisitions	\$0

- (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 15 March 2019 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.