

## 2014 Annual Report to the School Community

East Gippsland Specialist School

School Number: 5490



Name of School Principal:

Todd Macbeth

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Name of School Council President:

Angelo Lando

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Date of Endorsement:

25/3/2015

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

The East Gippsland Specialist School (EGSS) provides a comprehensive curriculum for primary and post primary students with intellectual disabilities. The curriculum is based on the Australian Victorian Essential Learning Standards (AUSVELS) which includes the Working Towards Foundation.

The school recognises that every child is special and that our students require additional resources to enable them to succeed. EGSS currently employs an equivalent of 2.0 Principal Class, 1.0 Leading Teacher Class, 14.0 Teaching Class and 24.9 Education Support Class (including Teacher Assistants, Allied Health and Administrative Staff) to provide an educational program to 125 students.

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 values and attitudes of respect, learning, safety, perseverance and inclusion. Students are taught in small groups that are supported by teachers, assistants, Allied Health staff and other specialists.

The school is committed to providing a progressive, stimulating and safe school environment that takes into account 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.

### Achievement

East Gippsland Specialist School has a core purpose statement which drives all aspects of core business. The school has developed a set of school expectations which support students and staff to understand and implement SWPBS across the school. Incorporated in to the School Strategic Plan are key values, formulated to further guide teaching and learning.

To support student learning, we developed an induction program. This is to ensure that new staff members clearly understand how the school functions and the expectations for performance and development. A casual staff induction document is also in progress.

Lesson planning and teaching is driven by student goals that are underpinned by the AUSVELS, Highly Reliable Teaching Practices, and School Wide Positive Behaviour Support (SWPBS). This is supported through classroom teacher observation and feedback.

Student Individual Education Plans and Profile documents have been formulated and over 90% of students showed progress at satisfactory or above in achieving their individual goals.

The Student Learning Committee has developed assessment protocols that are clearly linked to the standards in the AUSVELS. An individual assessment schedule has been developed for all students. Comprehensive assessments on each student are conducted as well as student reports and student support group meetings.

Teachers are developing a consistent approach to lesson planning that clearly shows the link between teaching and student goals.

Professional Learning Teams (PLT's) which comprise groups of professionals from each sub-school are instrumental in supporting teachers to moderate and collaborate on curriculum and planning.

The use of a range of ICT tools is used in classrooms. These include interactive whiteboards, computers, laptops and iPads for each student.

## Engagement

In addition to our academic program, we provide a range of enrichment programs, depending upon the needs of our students at the time, including programs such as:

- Cooking
- Specialist literacy development programs
- Autism specific classroom programming
- Specialist classroom support from Allied Health staff including Speech Pathology, Physiotherapy and Occupational Therapy
- Perceptual –motor programming
- Interschool sport
- Sailability
- Woodwork
- Art
- Annual concert

East Gippsland Specialist School has excellent facilities which include a specialist Home craft Centre, Registered kitchen, Sensory Room, art and craft room, computerised library, modern playground equipment, iPads for each student, multi-purpose room, woodwork area and shaded outdoor playing and eating areas.

In 2014 we continued the employment of our Koori Elder, however, our KESO Officer left the school and we will be allocated a new KESO for 2015.

All students aged 15 and above have Career Action Plans and over 60% of students participated in Work Experience to support transitions to post-school options.

We provide transition opportunities for new students including students attending kindergarten or those students transitioning from another school with 100% of new enrolments participating in an individual transition program to our school.

At the post school level, all students 18 years or older develop a post school options plan with the Department of Human Services through the Futures For Young Adults (FFYA) process.

At the end of 2014 the School-Wide Behavioural Support Committee developed the Expectations Matrix which will be implemented in 2015.

## Wellbeing

We have continued to promote high levels of student wellbeing, self-esteem, and health so as to positively influence the students' learning outcomes.

This has occurred through:

1. Focus on a whole SWPBS program throughout the whole school. The whole staff reflects on SWPBS knowledge, skills and practices. Gaining staff and student input with the development of the School Expectation Matrix.
2. Establishing a PLT for SWPBS and providing professional development for the team.
3. Explicit teaching of positive programming skills (social skills, communication skills, coping and tolerance strategies)
4. There is a continued appointment of a Koori Elder and 2015 will see the allocation of a new KESO Officer.
5. Building resilience and self- esteem through special programs such as the cooking program, appointment of a welfare officer, positive recognition of students behaviour and learning at assemblies and special events.

6. Ongoing meetings with families and community support workers to engage or re-engage students.

## Productivity

In 2014, the school underwent various changes to the staff and leadership structure. By August 2014, the school structure was finalised and resources were allocated accordingly to ensure effective support of students and staff. A new classroom was created in Term 4 to support the high level of needs and increased enrolments in the Middle and Senior sections of the school and a designated cooking program was implemented.

As all of our students are funded under the Program for Students with Disabilities, resourcing and class grouping are developed according to needs and the students' short/long-term goals. Students who have low attendance are continually engaged with by staff and we have trialed several alternative programs including the use of PolyCom for our rural students in 2014.

For more detailed information regarding our school please visit our website at  
[www.eastgippslandss.vic.edu.au](http://www.eastgippslandss.vic.edu.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 124 students were enrolled at this school in 2014, 43 female and 81 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

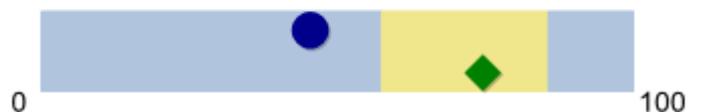
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



# How to read the Performance Summary

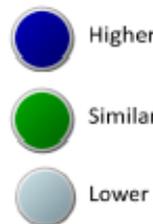
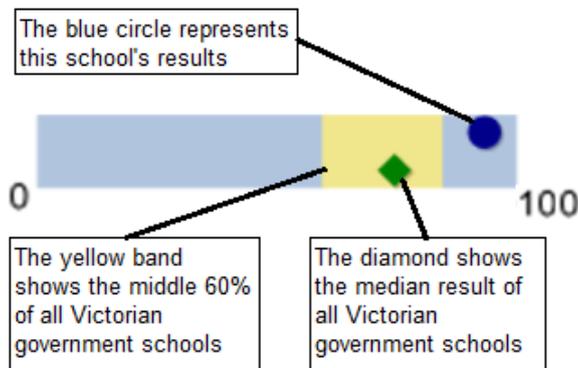
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

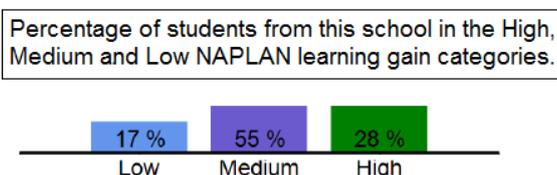
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$3,043,915
Government Provided DE&T Grants	\$732,122
Government Grants State	\$9,725
Revenue Other	\$30,642
Locally Raised Funds	\$53,080
<b>Total Operating Revenue</b>	<b>\$3,869,483</b>

Funds Available	Actual
High Yield Investment Account	\$298,654
	\$10,048
<b>Total Funds Available</b>	<b>\$308,701</b>

Expenditure	
Student Resource Package	\$3,000,015
Books & Publications	\$1,248
Communication Costs	\$14,121
Consumables	\$53,583
Miscellaneous Expense	\$87,205
Professional Development	\$19,867
Property and Equipment Services	\$187,722
Salaries & Allowances	\$227,327
Trading & Fundraising	\$18,537
Travel & Subsistence	\$9,437
Utilities	\$33,348

Financial Commitments	
Operating Reserve	\$97,545
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Revenue Received in Advance	\$70,691
School Based Programs	\$23,465
Other recurrent expenditure	\$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$25,000
<b>Total Financial Commitments</b>	<b>\$308,701</b>

**Total Operating Expenditure**      **\$3,652,408**

**Net Operating Surplus/-Deficit**      **\$217,075**

**Asset Acquisitions**      **\$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

As at the 31 of December our school had a surplus which was expected due to our short and long-term projections. Due to changes in staffing including leadership positions salaries paid at a local level increased for the 2014 school year. We received some small grants during the year to cover various programs such as School-Wide Positive Behaviour Supports and student engagement.