

# 2019 Annual Report to The School Community



**School Name: Vermont South Special School (5025)**



- 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 30 April 2020 at 09:21 AM by Clare Merison (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.

To be attested by School Council President

## About Our School

### School context

Our vision is to empower students to reach their personal best.

Our core values are respect, responsibility and resilience. We are student centred, we respect ourselves and each other, and understand that our attitudes and behaviours have an impact on the people around us. We are responsible and we take care of our school and the property of others. We are resilient and persistent even when things are difficult.

At VSSS we are intent on engaging students in their learning through providing highly qualified teaching staff, proactive leadership and a safe and inclusive environment. It is our mission to provide students with the best possible foundation in life through a well-rounded education. Our priorities are to improve student achievement in reading and viewing, to maximise student engagement in learning and to strengthen students' sense of inclusion, safety and wellbeing.

Vermont South Special School is committed to maximising student achievement in a broad range of programs that are appropriate to the needs of children with a mild intellectual disability aged 5 – 12. Many children also exhibit other diagnosed disabilities and medical conditions. The school is situated in an attractive residential area and is closely located to a variety of community facilities. In 2019, 147 students were enrolled. 5% of students had English as an additional language and 3% were Aboriginal or Torres Strait Islander. The school had 59 staff members: 3 Principal Class, 22.8 full time equivalent teachers and 23.48 full time equivalent Education Support Staff. All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching.

Small class sizes (6 to 7 children in Foundation classes, and 10 -12 in grade 6, our senior school),and trained Special Education teachers with exceptional skills and dedication to their role, guarantee that children with a mild intellectual disability are given the opportunity to benefit from a quality education. We use the Victorian Curriculum and our students work predominately across the levels B to 1. The school's focus on School Wide Positive Behaviour Support and planning in teams, as well as education support staff in every classroom, enhances the learning environment and supports student skill development and behaviour. As we are not a neighbourhood school, family support is a high priority. The school offers various programs, as well as whole school events for the benefit of the school community.

### Framework for Improving Student Outcomes (FISO)

In 2019, VSSS underwent a school review in term 1. A new strategic plan (SSP) was written and from this came our Annual Implementation Plan (AIP), which outlines the detail of our plan for the year. This focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) Dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Engagement and Wellbeing.

This included:

- utilising the Professional Learning Community (PLC) process to improve Reading and Viewing outcomes through collaborative planning and assessment processes
- building the capacity of staff to prepare them to apply for positions of leadership
- using peer observation, reflective practice, mentoring and coaching to build the capacity of staff
- building teacher understanding to assess and use data and evidence to inform point of need teaching and learning
- ensuring curriculum planning and implementation engages and challenges students
- strengthening students' sense of inclusion, safety and wellbeing.
- embedding the School Wide Positive Behaviour Support (SWPBS)framework to deliver support to students, staff and families

There is coherence between the School Strategic Plan, The Annual Implementation Plan, performance plans, professional learning, planning and the use of resources. The leadership team continuously make reference to the why and what we are doing and how it links to the school vision and direction.

To support the implementation of these KIS, members of the leadership team planned for, and attended, the PLC meetings for each section, developed a professional learning program and professional practice days to support the strategic direction of the school. The staff opinion survey indicated that 100% of staff believe that peer observation improves practice, that teachers work collaboratively to plan and document the curriculum they teach and that the professional learning is targeted to improving student literacy and numeracy outcomes.

### **Achievement**

Focused, collaborative planning underpins all programs at VSSS. A considerable amount of our professional learning was spent on School Wide Positive Behaviour, curriculum and pedagogy, in order to build the capacity of teachers and improve student outcomes. 100% of our students are on the Program for Students with Disability (PSD) program and therefore all students have an individual learning plan and goals are generally to be achieved over a twelve-month period. When a goal is reached in 6 months a new goal is set.

We have continued to refine our assessment schedule and this has ensured that each child was assessed according to their need and to establish their points of learning as part of an ongoing process.

The school has high expectations for learning progress. Breaking classes into smaller learning groups for Maths and English works well for our students. Some open ended tasks developed for Maths and English allowed for all abilities. Staff began to analyse achievement standards and what that means for our students' learning. Teachers continued to develop their skills to make, moderate and document consistent judgements about the effectiveness of their classroom practices to reduce variability between classes.

Our staff have taken an active role in the Riversdale Inner East network by providing professional learning for other schools, and the principal class team presented at one of the Riversdale network meetings.

Our principal and one of our assistant principals (AP) lead a professional learning community for leadership teams in 4 other specialist schools, ensuring the sharing of best practice amongst schools.

One of our APs led the Respectful Relationships Community of Practice which includes specialist settings in the inner east region.

### **Engagement**

Our families come from 41 different postcodes which can cause social isolation for parents and carers. Parent feedback has led to conducting community events that cater for the whole family, as childcare and distance can be barriers to participation. We continued to focus on opportunities for families to be engaged with the school community and for parents and carers to spend time in classrooms. Community events included: a school concert, "The Oscars' (attended by 1000 people), an information evening, Athletics Day, Footy Day, Carols night, Education Week Open Classroom and dress up days. Regular dancing at assemblies provides a community feeling for students to start the day, as well as building fitness in a fun environment.

Our Liaison officer, who gives school tours to all prospective parents also accompanied parents of transitioning students to their secondary settings. The Assistant Principal responsible for student wellbeing is available to assist with connecting families to support services and supports staff with the implementation of School Wide Positive Behaviour Support(SWPBS) in the classrooms. Student attendance improved slightly compared to the two previous years.

### **Wellbeing**

Student wellbeing is of the highest priority and duty of care is paramount. The SWPBS team continued to drive projects throughout the year to engage students in their learning and school life. The raffle ticket system continued and

students were rewarded for desired and expected behaviours. The tickets are used for a weekly 'raffle' and also to achieve a whole school target. Coloured wrist bands, which state the rule, for example, "I am a Learner" were introduced this year for any child who achieved 50 tickets. Long and short term rewards are incorporated to encourage positive behaviours in a range of settings. Personal and social capabilities are taught across the school to support children to make appropriate choices. A Personal Safety Program and Respectful Relationships is taught across the school.

Our liaison officer coordinates funding applications for the PSD program, in conjunction with the regional therapists' team. A full time nurse coordinates all medical management plans, administers medication and first aid, and alerts staff to medically 'at risk' students and emergency procedures for these students. She communicates with parents and carers on student health issues and delivers relevant professional learning to staff, for example, asthma and anaphylaxis training. Student and staff safety is diligently monitored and the school environment is maintained to the highest standards.

### **Financial performance and position**

Vermont South Special School ended 2019 with a surplus of \$306,708. This occurred due to sound financial management. The leadership team, with the support of the business manager, always has a focus on our facilities, and ensuring that the school is in excellent condition. Even though we no longer charge school fees, our sound financial status has been maintained. Voluntary contributions have supported the various programs we run and parents who can support us in this way, are very generous. We are conscious of constantly improving every aspect of our school and plan extensively to ensure that resources are used to improve the physical environment as well as the teaching and learning program. After a successful submission, we obtained an inclusive schools grant in 2018 that came into effect late in 2019. This included some playground equipment that will cater for children who don't have the physical strength to access the current equipment. It also provides possibilities for children to broaden their access to a wider range of play options. Equity funding was utilised to assist the school to provide a full time ES in every classroom, which enables the educational program to continue with less interruptions, and allows the teaching to occur in small groups. It also provides more continuity for students throughout the day as they transition to specialist programs with different teaching staff. This strategy has been an essential element of the success of our program and is highly valued by all staff as a contributing factor to our excellent programs.

**For more detailed information regarding our school please visit our website at**  
[www.vermont.south.ss@edumail.vic.gov.au](mailto:www.vermont.south.ss@edumail.vic.gov.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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

### Enrolment Profile

A total of 147 students were enrolled at this school in 2019, 45 female and 102 male.

5 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.6	88.6	83.0	93.9

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.3	64.9	56.9	73.7

**ACHIEVEMENT**

**Teacher Judgement of student achievement**

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	0.2		
B	11.9		4.3
C	21.5		17.7
D	19.9		19.0
0.5	17.4		18.3
F	10.1		13.6
F.5	9.8		9.4
1	4.7		6.7
1.5	2.2		6.9
2	0.7		2.7
2.5	1.6		0.9
3			0.4
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

**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.

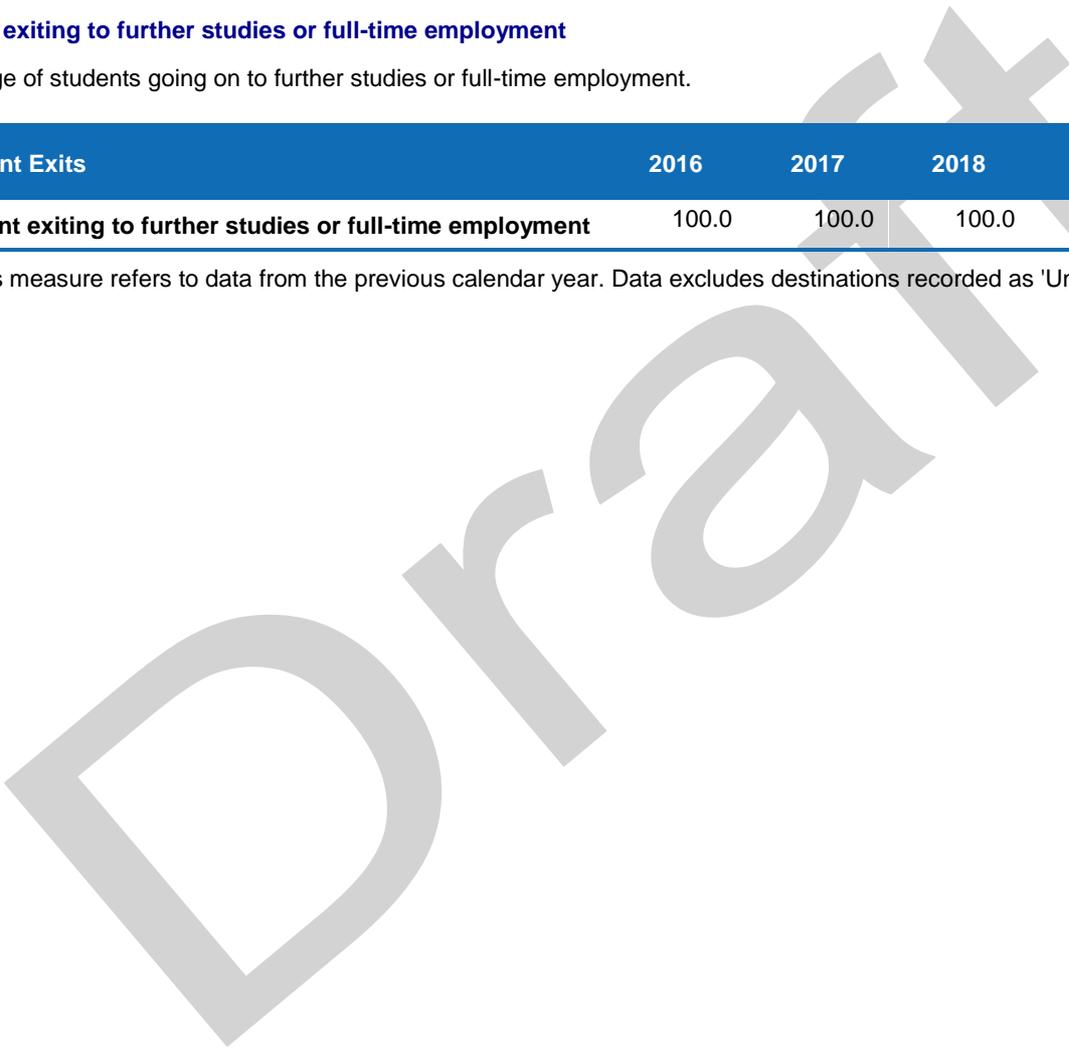
Student Absence	2016	2017	2018	2019	4 year average
<b>Average number of absence days</b>	18.7	22.0	21.4	19.1	20.3

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

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

Student Exits	2016	2017	2018	2019	4 year average
<b>Percent exiting to further studies or full-time employment</b>	100.0	100.0	100.0	100.0	100.0

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



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,095,885
Government Provided DET Grants	\$819,999
Government Grants Commonwealth	\$910
Government Grants State	\$4,800
Revenue Other	\$4,626
Locally Raised Funds	\$56,917
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,983,137</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,187
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$34,187</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,605,756
Adjustments	\$0
Books & Publications	\$4,219
Communication Costs	\$5,923
Consumables	\$72,650
Miscellaneous Expense <sup>3</sup>	\$65,336
Professional Development	\$18,816
Property and Equipment Services	\$305,040
Salaries & Allowances <sup>4</sup>	\$231,680
Trading & Fundraising	\$22,062
Travel & Subsistence	\$8,878
Utilities	\$45,629
<b>Total Operating Expenditure</b>	<b>\$5,385,988</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$597,148</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$183,812
Official Account	\$122,895
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$306,708</b>

Financial Commitments	Actual
Operating Reserve	\$105,995
Other Recurrent Expenditure	\$85
Provision Accounts	\$0
Funds Received in Advance	\$9,495
School Based Programs	\$6,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$28,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$305,075</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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 two 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 'NP'?

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

'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').