

2022 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).
- 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 28 March 2023 at 02:54 PM by Jane Henderson (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 29 March 2023 at 04:22 PM by Tash Brusco (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

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

Our core values are learning, 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 Vermont South Special School (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 school's strategic goals 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 located in Vermont South in the Eastern suburbs of Melbourne in an attractive residential area that is in close proximity to a variety of community facilities. The school is a primary specialist setting for students with an intellectual disability (Full Scale Intelligence Quotient of between 50 - 70), aged between 5 - 12. Many students also exhibit other diagnosed disabilities and medical conditions, with 65% of students with ASD. Students come from seven local government areas and are transported to school by bus. In 2022, 142 students were enrolled, with 4% identifying as Aboriginal and Torres Strait Islanders and 8% coming from culturally and linguistically diverse backgrounds. Our Student Family Occupation and Education Index (SFOE) was 0.3680. The school has 61 staff members: 2 Principal Class, 22 teachers (FTE 20.8) and 29 Education Support Staff (FTE 21.06). The school is divided into four sections: Foundation, Juniors, Middles and Seniors. Class sizes are small, ranging from 6 - 7 students in Foundation to 12 - 13 students in Seniors. Qualified Special Education teachers, together with teacher assistants ensure that students' individual needs are catered for. Students are further supported by specialist subjects; Visual Arts, Performing Arts, Physical Education and the Healthy Kitchen Program. An occupational therapist, physiotherapist, speech pathologists, nurse and re-engagement officers also support students' additional needs.

We have a holistic approach with high expectations for all students. We maintain a positive, inclusive, respectful and safe learning environment through the implementation of School Wide Positive Behaviour Support (SWPBS) which builds a positive culture and promotes academic and social success for our students. Our daily assemblies promote a sense of school pride as we celebrate students' efforts and achievements.

Our pedagogical model is based on the Gradual Release of Responsibility Model and Explicit Instruction, where students are guided through the learning process, moving from teacher centred whole group delivery to student centred collaboration, and independent practice. Lessons include clear learning intentions, explicit modelling, supported practice and specific feedback. This model allows for targeted teaching that caters for individual needs, and supports our focus on the acquisition of early literacy and numeracy skills and improved student outcomes.

Teachers work collaboratively to analyse student and cohort data, developing Individual Education Plans for each student, and units of work based on the Victorian Curriculum. The use of digital technology, concrete materials and visuals support student learning. Science, camps, excursions, bike education and specialist subjects provide opportunities for students to generalise their skills and develop personal and social capability. Every opportunity is taken to foster a love of learning, and to support and challenge students to put in a maximum effort.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school received excellent feedback from the 2022 parent and staff opinion surveys. Parent positive endorsement of 'Parent Satisfaction' was 95.3% compared with the state average for specialist schools of 84.4%, and the staff opinion survey showed the school's overall positive endorsement for 'School Climate' was 81.5% compared with the state average for specialist schools of 61.5%.

As a Specialist School setting, all our students are on the program for Students with a Disability (PSD) and have an Individual Education plan. During 2022, 95% of students achieved their Personal and Social Capability goals, 97% achieved their English goals, 96% achieved their mathematics goals and 95% achieved their specialist subject goals.

Significant gains were made in reading and viewing during 2022, and it is pleasing to report that the school has met the targets set in the 2019 – 2022 School Strategic Plan to improve student achievement in Reading and Viewing. Teacher judgements indicated

that 73% of students moved one progression point in Reading and Viewing in 2022, and that 90% of students moved one or more progression points in Reading and Viewing during the Strategic Plan period (2019 to 2022).

In 2022, teacher judgments indicated that 86% of students moved one or more progression points in Number & Algebra compared to 71% in 2021. Teacher judgement also indicated that 90% of students moved one or more progression points in Measurement & Geometry and 92% of students moved one or more progression points in Statistics and Probability. These improved results were most likely due to increased face-to-face learning during 2022.

As a school, we continue to use our Professional Learning Communities to build teacher capacity to understand each student's point of need, to plan engaging learning sequences based on the Victorian curriculum, and to differentiate their teaching to meet the needs of all learners.

Wellbeing

In 2022, the school achieved the Silver level School Wide Positive Behaviour Support (SWPBS) implementation status which is a significant achievement. The SWPBS framework together with our Personal and Social Capability curriculum, have fostered an environment that is supportive, and together they enhance students' participation and engagement. This is reflected in the Attitudes to School Survey with a 97% positive response for students' 'sense of connectedness' and a 95% positive response for 'student voice and agency'.

Student wellbeing and engagement was further supported through "Student of the Week" awards and the receipt of tickets for following the school expectations (Be Safe, Be Responsible, Be Respectful, Be a Learner). Weekly draws for a milkshake reward, getting a wristband for earning 50 tickets for a school expectation, and whole school rewards combined to promote prosocial and positive learning behaviour. The "Stop, Walk, Talk" anti-bullying program continued to be embedded, and supported students to have agency in stopping a problem and to ask for help should the problem continue.

The school Breakfast Club continued to be very popular with students and parents, with approximately 40 students registered. The partnership with Foodbank and a supermarket enabled the school to support many families with groceries and bread.

The student attitude to school survey indicated:

Sense of Inclusion – 93% in 2022

Managing Bullying - 97% in 2022

The Parent Opinion Survey indicated:

Respect for Diversity – 97% in 2022

Managing Bullying - 88% in 2022

Engagement

Student engagement and participation in learning in 2022 was once again challenged due to student absences related to Covid, and the requirement to not attend school if a student had Covid-like symptoms. In 2022, the average number of absence days per student was 27.7. Whilst this was 7.4 days higher than the school's four-year average, it was still significantly lower than the average number of absence days per student in Victoria's specialist schools of 39 days. Throughout 2022, the Wellbeing Team engaged with families and/or Student Support Services to address individual student needs, and to reengage students with low or extended absences.

All students have an Individual Learning Plan, and Student Support Groups were held for each student three times during 2022. In addition, workshops were held for parents focusing on managing behaviours in the home, writing, and exploring intellectual disability. Throughout 2022, the school held a number of events including a Twilight Carnival, Mothers' Day and Fathers' Day open mornings, Book Week activities, and Athletics Carnival. These, together with a strong focus on transition for new students, all combined to build a sense of connectedness and create a stronger partnership between families and the school.

Financial performance

The school delivered a healthy surplus in 2022. This result is due to strong financial management and an increase in enrolments. There was a significant increase in the operating revenue resulting from an increase in the student resource package and Government Provided DET Grants. With the increased enrolment we employed additional staff. Tutors were employed to support students in literacy and mathematics and equity funding of \$28,444 was partly used to support a re-engagement officer. During 2022, there was an increase in staff absences due to Covid and hence an increase in casual staff expenses. Additional resources were allocated to lease technology to enable all students to have access to a 1:1 leased device. Grant money was used in 2022 to support the establishment of a School Holiday Program run by Their Care.

During 2022, work has continued on our \$10.108 million building upgrade and modernisation, with the project expected to be completed by the end of September 2023. The school has continued to maintain facilities to a high standard during this time. Vermont South Special School does not charge school fees, but voluntary parent contributions continued to support a range of programs.

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 and the priority initiatives identified by the School Council.

For more detailed information regarding our school please visit our website at <https://www.vermont-south-ss.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 142 students were enrolled at this school in 2022, 48 female and 94 male.

8 percent of students had English as an additional language and 4 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).

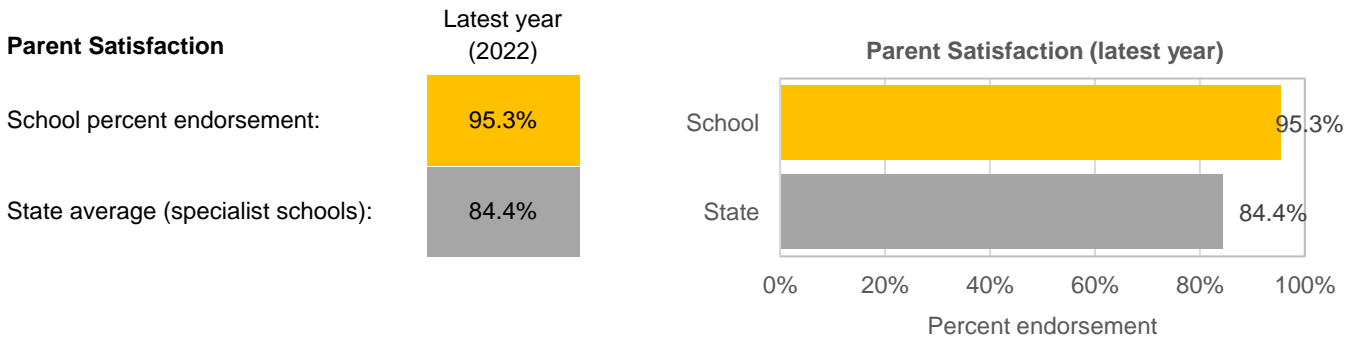
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

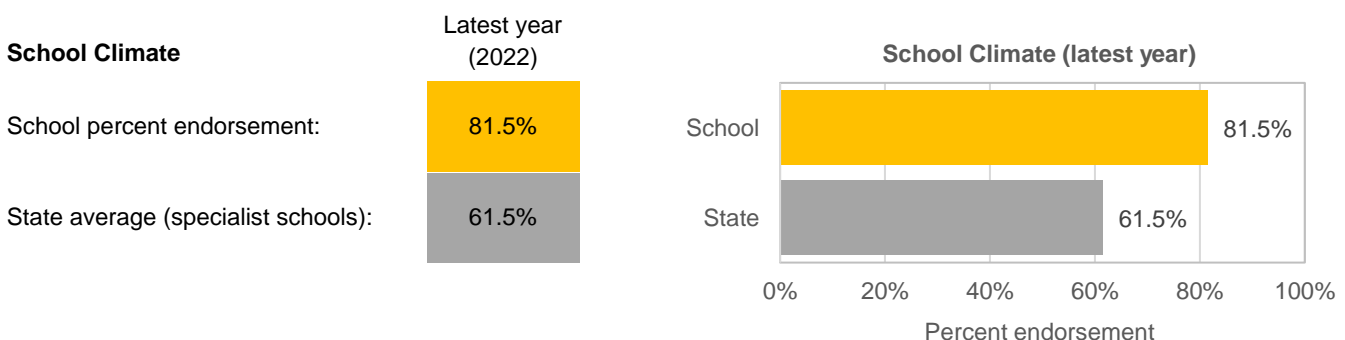


School Staff Survey

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.



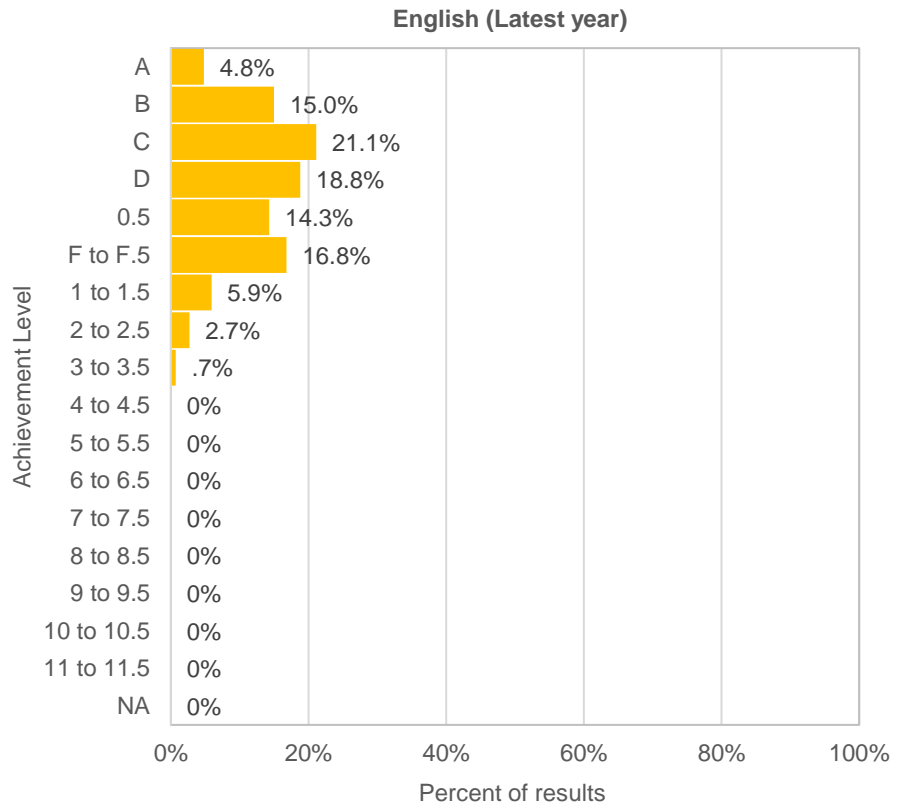
LEARNING

Teacher Judgement of student achievement

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

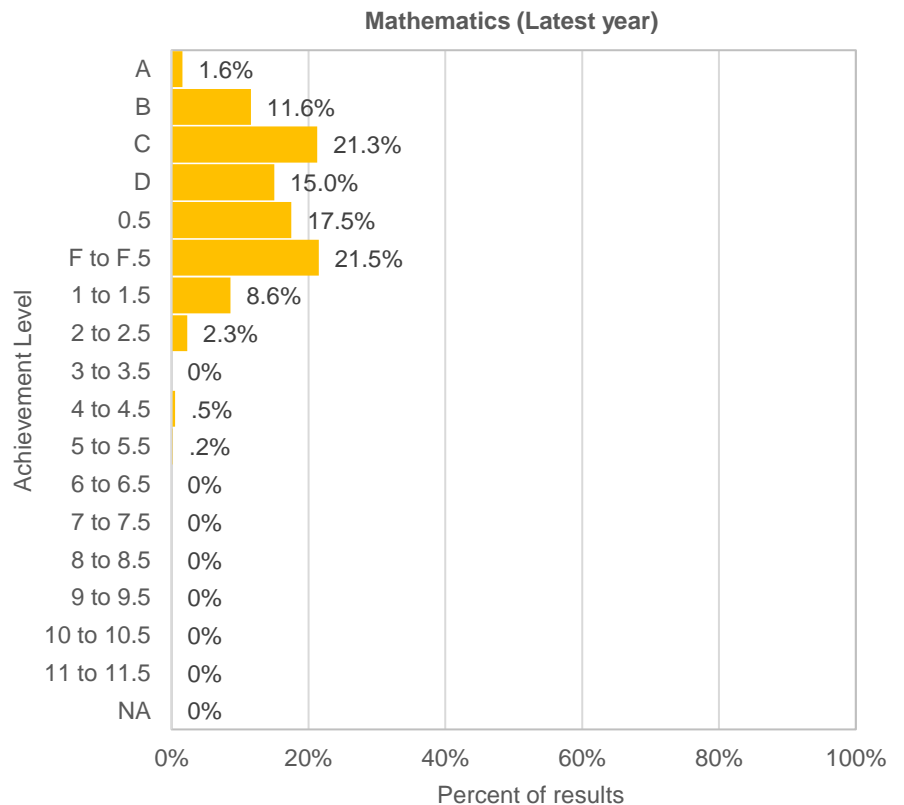
English

Achievement Level	Latest year (2022)
A	4.8%
B	15.0%
C	21.1%
D	18.8%
0.5	14.3%
F to F.5	16.8%
1 to 1.5	5.9%
2 to 2.5	2.7%
3 to 3.5	0.7%
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	1.6%
B	11.6%
C	21.3%
D	15.0%
0.5	17.5%
F to F.5	21.5%
1 to 1.5	8.6%
2 to 2.5	2.3%
3 to 3.5	NDA
4 to 4.5	0.5%
5 to 5.5	0.2%
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:	19.2	18.0	16.1	27.7	20.3

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%	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,414,978
Government Provided DET Grants	\$1,015,227
Government Grants Commonwealth	\$1,800
Government Grants State	\$7,182
Revenue Other	\$16,098
Locally Raised Funds	\$69,522
Capital Grants	\$0
Total Operating Revenue	\$7,524,808

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,444
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,444

Expenditure	Actual
Student Resource Package ²	\$5,178,028
Adjustments	\$0
Books & Publications	\$165
Camps/Excursions/Activities	\$26,294
Communication Costs	\$8,900
Consumables	\$59,483
Miscellaneous Expense ³	\$40,611
Professional Development	\$11,427
Equipment/Maintenance/Hire	\$74,124
Property Services	\$174,233
Salaries & Allowances ⁴	\$390,784
Support Services	\$16,191
Trading & Fundraising	\$22,736
Motor Vehicle Expenses	\$7,480
Travel & Subsistence	\$0
Utilities	\$41,160
Total Operating Expenditure	\$6,051,614
Net Operating Surplus/-Deficit	\$1,473,194
Asset Acquisitions	\$5,643

- (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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$650,811
Official Account	\$81,143
Other Accounts	\$0
Total Funds Available	\$731,954

Financial Commitments	Actual
Operating Reserve	\$120,735
Other Recurrent Expenditure	\$15,359
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$436,095

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.