

2018 Annual Report to The School Community



School Name: Baringa Special School (5079)



- 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 27 March 2019 at 01:53 PM by Jennifer O'Donnell
(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 03 April 2019 at 02:57 PM by Frank Cullen (School
Council President)

About Our School

School context

Baringa School provides special education to students aged 5-18 diagnosed with a mild intellectual disability. The student population draws from predominantly the Latrobe Valley encompassing Traralgon, Morwell, Churchill, Moe and surrounding areas, as well as Rawson, Trafalgar, Thorpdale and Willow Grove in the Baw Baw shire. The school provides an innovative, caring and stimulating environment where learning is relevant and purposeful and where students develop a sense of belonging through mutual respect and cooperation. We provide a comprehensive learning program within three sections - Primary, Secondary, and the Senior Learning Centre for 17 & 18 year old students. Teachers, Education Support Staff, two Speech Pathologists, and some consultation from a Physiotherapist and Occupational Therapist support small class sizes. Individual Learning Plans focus on all learning areas of the Victorian Curriculum with a particular emphasis on literacy and numeracy, communication, H & PE, Science and social skills. Experienced and dedicated staff teach students the skills and knowledge needed to achieve their personal best and become valued members of the community. In the secondary sections of the school, community access, volunteering and vocational training programs provide a strong basis for transition into post school options. An equivalent full time staff of 55.17, includes 2 Principal class, 28.7 teachers and 24.47 ES staff. The welfare team includes a Chaplain a full time Student Wellbeing teacher, along with a full time Welfare coordinator. We foster a positive approach to student engagement through treating every student as an individual and building on their strengths and abilities. Recent expansion to our school buildings and facilities have enabled us to cater for an additional fifty students.

Framework for Improving Student Outcomes (FISO)

Curriculum, planning and assessment- We succeeded in conducting an audit of our current curriculum and prioritising the essential learnings for Baringa students. Our student continuum was updated accordingly to ensure we can track all students via the continuum, curriculum and ILP goals. Planning documents of staff were discussed and in 2019 we will continue to streamline classroom planning to ensure there is a through line from ILP to classroom practise and learning tasks. Reporting systems were also reviewed during the year ad streamlined with modified curriculum. New assessments were trialled and will continue to be implemented due to their success in 2018.

Building leadership teams- A new structure was trialled in 2018 where section leaders were given a day out of the classroom to oversee teacher PDP plans and ILP development, as well as scrutinise reports and give feedback on general practise. This was a successful change, relieving much of the workload from Principal class staff, and developing skills of co-coordinator staff in leading others. The efficiency of the time release was called into question however as it didn't always match with the busiest times for these staff. Upon reflection however, we decided that the release of staff and upskilling of leaders within the school needed to be more focussed and more widespread. Towards the end of 2018 we re-designed the structure once again, and appointed 2 learning specialists and a leading teacher for 2019. The focus of this group will be as the core leadership team along with the Principal and Assistant Principal, focussing on curriculum development and student wellbeing, all full time out of the classroom. Further leadership roles for section leaders will still be on offer and these three, plus the core leadership team will form the School Improvement team, with altered responsibilities and role descriptions.

Health and wellbeing- Trying to improve student connectedness to school and reduce absenteeism was a strong focus in 2018. Our welfare team consisting of the Assistant Principal, Primary Welfare co-ordinator and Chaplain formed a core team, with a larger Student wellbeing team as support. Students in need of extra support to maintain focus and attendance at school were referred by classroom teachers for support and these were then timetabled for extra support by members of this team. Restorative practise continued to be a focus to enable students to resolve conflict with peers in a timely and respectful manner to make learning and being in a safe environment the priority. Our attendance rates improved slightly but not quite to the level our initial goal set.

Achievement

In 2018 we were successful in achieving our target with at least 90% of our students achieving or excelling in

their maths goals. During the year we undertook an audit of our current curriculum and made some significant changes to identify the essential learning areas for our students, and reduce the number of focus areas. The curriculum continuum was reviewed and modified, scope and sequence charts began and we worked as a whole staff with Dr Janelle Wills to develop proficiency scales in the area of maths. A re structure of our leadership team allowed us to appoint an overall curriculum co-ordinator to oversee the curriculum prioritising and building process. Formalised professional learning teams engaged in tasks to help identify priorities for students and develop learning goals for students. Teachers used the data from the curriculum continuum and PLT discussions to devise strategies for each students next level of learning. The Essential assessment tool was introduced and implemented across all sections of the school to give a base line data set for students to enable student growth to be tracked throughout the school year. Staff were introduced to High Impact Teaching Strategies (HITS) as a tool to improve practise, and peer observations will strengthen in 2019 to ensure individual teaching skills are continually improving, with the provision of feedback protocols introduced.

Engagement

Building leadership capacity across the school was highlighted as a strategy to assist with engagement. The premise behind the strategy was to develop the skill level in more leaders to assist, coach and mentor teachers new to the school or new to Special Ed., or simply wanting to improve their practise. Increasing enrolments have meant that the leadership team and skills of developing leaders needed to expand to manage the student numbers. Leadership opportunities at several levels were introduced to form a more distributive leadership model, and saw an increased number of people putting their hand up to develop leadership skills. PLT leaders were identified along with new section leaders, and expansion of program and budget responsibility positions. Further plans have been made for 2019 to develop one of the learning specialist roles to coach and develop skills of all staff in the area of engagement and behaviour management of complex students with learning disabilities.

Non attendance numbers have stayed steady, with consistent contact made with parents daily, by an appointed attendance officer to make initial contact.

Wellbeing

Reflective circles, a reflection protocol structure designed to assist staff to look at their own practise and improve staff/student relationships, has been in place and evolving over time for 3 years now. 2018 saw us move to a next step to invite reluctant staff to participate and develop more staff as facilitators for the process. This confidential forum has assisted staff to develop a more whole staff approach with shared responsibility for a wider range of students, in response to sometimes challenging behaviours or difficult situations. It has empowered staff to make decisions with confidence when working with students and assisted in developing staff resilience. There are two meetings per term and replace a staff meeting in the meeting cycle to maximise buy in and emphasise the importance as a whole school initiative. School absenteeism has decreased but only slightly. A focus from the welfare team to contact parents daily when a child is absent, and a concerted effort by all staff to develop and maintain positive parent/ teacher relationships has assisted us to remain stable in this data. A few chronic absentees assist to push the data beyond desired numbers.

Financial performance and position

Annual result of \$730,325 surplus for 2018 was achieved primarily due to reserved funds from previous budget preparations carried forward whilst we awaited completion of a major building project comprising of six new classrooms and a multi- purpose room. The project is ending with handover of building completed early February 2019, and playground and gardens expected to be finalised by end of term 1, 2019. Major refurbishment and modifications to existing buildings will then take place including new roofing to two wings, which will expend approximately \$410,000. Long term planning of major works to playground, fencing and bus storage sheds/carpark is in preliminary stages with initial cost projections of \$670,000 +.

As in previous years our school has participated in the state government funded Advance program (a community volunteering program) for which we received and expended \$9,725 in 2018. Additional funding including Inclusion Boost \$4,800, Inclusive Education Equipment \$5,000, Early Years Koorie Literacy & Numeracy \$5,100




was received and expended. Special School Inclusive Practice funding \$35,150 received in 2017 was partially expended with remaining \$12,857 carried forward to 2019. Also carried forward to 2019 was Active Kids \$2,800 and Bushfire vegetation clearance \$14,500 funding. Equity funding of \$334,017 received and expended in 2018 providing students with a fully funded swimming program, uniform and fee assistance, additional fulltime Speech Pathologist, additional hours for School Chaplain, additional classroom aides in junior years and participation in a Trade Pathways Program.

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 172 students were enrolled at this school in 2018, 48 female and 124 male.

ND were EAL (English as an Additional Language) students and 10 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>	

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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>31.0</td> <td>24.3</td> <td>24.9</td> <td>23.3</td> <td>25.9</td> </tr> </tbody> </table>						Year	2015	2016	2017	2018	4-year average	Average absence days	31.0	24.3	24.9	23.3	25.9
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<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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">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

Revenue	Actual
Student Resource Package	\$4,319,183
Government Provided DET Grants	\$1,244,819
Government Grants Commonwealth	\$1,425
Government Grants State	\$19,725
Revenue Other	\$36,232
Locally Raised Funds	\$52,326
Total Operating Revenue	\$5,673,710

Equity ¹	
Equity (Social Disadvantage)	\$334,017
Equity Total	\$334,017

Expenditure	
Student Resource Package ²	\$4,178,474
Books & Publications	\$67
Communication Costs	\$5,120
Consumables	\$112,690
Miscellaneous Expense ³	\$139,372
Professional Development	\$22,240
Property and Equipment Services	\$248,582
Salaries & Allowances ⁴	\$162,996
Trading & Fundraising	\$14,560
Travel & Subsistence	\$19,901
Utilities	\$39,383
Total Operating Expenditure	\$4,943,384
Net Operating Surplus/-Deficit	\$730,325
Asset Acquisitions	\$65,100

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,015,015
Official Account	\$214,610
Other Accounts	\$600,000
Total Funds Available	\$1,829,625

Financial Commitments	
Operating Reserve	\$106,446
Other Recurrent Expenditure	\$21,079
Funds Received in Advance	\$46,039
School Based Programs	\$17,777
Repayable to the Department	\$490,000
Asset/Equipment Replacement < 12 months	\$75,000
Capital - Buildings/Grounds < 12 months	\$380,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Total Financial Commitments	\$1,166,341

(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.