

# 2016 Annual Report to the School Community



School Name: Skene Street School Stawell

School Number: 5272



Name of School Principal:	Sandi Slocombe
Name of School Council President:	Graeme Ferguson
Date of Endorsement:	09-05-2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Skene Street Specialist School caters for students from the Stawell and Ararat districts aged from 5-18 years who have an intellectual disability. Our programs are tailored in line with the Individual Education Plans for each student. During 2016 the teaching staff began the process of aligning the IEPs to the new Victorian Curriculum. This will be refined and implemented during 2017. School programs are widely experiential based, with real life and practical activities providing the foundation for academic content. English, Mathematics, Science, Humanities and Art are the core curriculum subjects, enhanced by participation in programs such as: 'Advance', Meals-on-Wheels, Vocational Education, Community Access, weekly cooking and shopping activities, Bike Education, Riding for the Disabled, swimming, camps and excursions. These all bring the school and local community together and provide invaluable learning to our students. Staff adopt a whole school planning approach, conducting thematic topics across all classes. This provides continuity for planning and progression as the students move through the school. Classes are combined on a regular basis for peer learning and support and cross age tutoring. This has proven to be a successful approach, building student relationships and confidence. The 2016 staff comprised of 1 Principal, EFT 5 teachers, 10 Classroom based Educational Support Staff, and 5 Bus staff, including 2 drivers and 3 chaperones. Our school continued to deliver a high standard of educational opportunities to our students and foster strong, positive relationships with our families. This positive rapport was reflected once again in our Parent Opinion Survey data, with all areas rating above 5 on all of the 1-7 Mean Factor Scores.

### Framework for Improving Student Outcomes (FISO)

During the 2016 year, staff were introduced to the FISO initiatives through the provision of information. Posters were displayed and staff directed to relevant websites and departmental documents. No formal sessions were conducted, but staff gained further understanding when attending professional development sessions and completing documentation, such as Performance & Development plans.

The school Annual Implementation Plan was created in line with FISO initiatives related to Building Practice Excellence, with staff focusing on the introduction of the Victorian Curriculum and beginning to align documentation within these areas. Staff attended professional development and were involved in the PLT created within the Specialist Schools Network to broaden their understandings and knowledge in this process.

### Achievement

In 2016 our focus as a teaching staff was to continue to develop and improve our planning and reliable goal setting with the use of the Hume curriculum, gradually aligning to the new Victorian Curriculum in preparation for full transition in 2107. These guidelines allow us to set realistic and sequential goals for our students, depending on their needs and skills. As student learning styles and rates of achievement vary greatly, assessment and recording procedures are diverse. The use of the ABLES assessment tools and other standardized testing has been invaluable when formulating the student IEP's.

The staff strive to deliver comprehensive and appropriate programs to our students and work toward our target of students reaching 85% of their goals in their ILPs.

Teacher judgement data for 2016 is unavailable.

#### Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Our staff and students continue to work together in a cohesive and cooperative way, building a culture of trust and respect. This is reflected in the school climate data, showing that we are well above the state median of 65.6% , achieving a staff endorsement of our school climate at 71.7%. This reflects the staffs' ability to support and assist each other through both positive and difficult circumstances.

The student absence data showed a slight increase in the average number of days absent, but there are numerous factors influencing this data, with the main one being the ongoing medical issues of a number of our students.

The number of students requiring formal Behaviour Support Plans has decreased, with only 2 students having a plan in place during 2016. This is due to the effectiveness of preventative strategies within the classrooms and ongoing support of our Youth Mentor and Chaplain.



## Wellbeing

Our staff actively works towards promoting and acknowledging positive achievements in both academic and social areas. This is supported by initiatives such as “Aussie of the Month”, the GOTCHA shop and classroom based incentive programs. All achievements are acknowledged regularly in the school newsletter that is widely distributed in the Stawell & Ararat communities.

Our Junior School Council continues to be a positive initiative providing the students with a sense of inclusion in decision making and responsibility within classrooms and beyond. We have had some great ambassadors for our school on many occasions this year, particularly at our school Open Day, with the feedback from parents and community members reflecting the sense of respect and positive environment at our school. The students on the Junior School Council have definitely developed a sense of caring for others.

The work of our School Chaplain has been a great addition to our welfare and wellbeing program. Christine McWilliams has worked with students, staff and their families. Her presence around the school on the 2.5 days she works with us is beneficial as she joins in curriculum activities and provides pastoral care and support to all members of the school community.

A number of staff have had prolonged absences this year, due to a variety of reasons, but this has led to an increase in payments to relief staff that were outside the planned budget. This will be reflected in our financial outcomes.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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

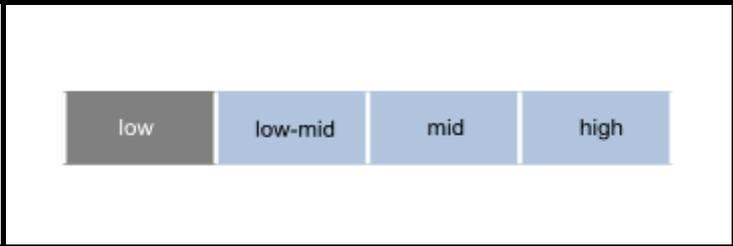
### School Profile

**Enrolment Profile**

A total of 40 students were enrolled at this school in 2016, 13 female and 27 male. There were 0% of EAL (English as an Additional Language) students and < 10% 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**

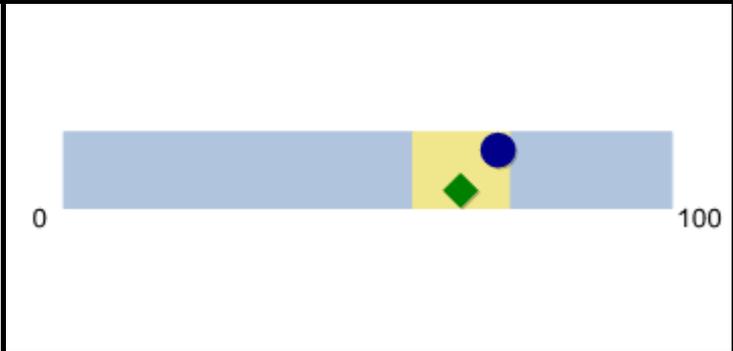
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



**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.





## Performance Summary

Achievement	Student Outcomes
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p>No Data Available</p> <hr/> <p><b>Results: Mathematics</b></p> <p>No Data Available</p>



## Performance Summary

Engagement	Student Outcomes																	
<p><b>Average Number of Student Absence Days</b></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%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>27.3</td> <td>26.8</td> <td>32.4</td> <td>36.1</td> <td>30.7</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	27.3	26.8	32.4	36.1	30.7
Year	2013	2014	2015	2016	4-year average													
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<p><b>Exit destinations</b></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 exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>80.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>95.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	80.0	100.0	100.0	100.0	95.0
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# 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, P-12 and specialist schools, 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).

## 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.

## 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.

# Changes in student achievement

## Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

## 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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



## Financial Performance and Position

### Financial performance and position commentary

Skene Street Specialist School remained in deficit over the 2016 year. The SRP deficit relates to a number of unforeseen factors, including transfer of students, decreased funding levels for students on review and an unusually high number of staff absences, covered on local payroll. The deficit will be paid in Term 3/4 2017. We continue to fundraise and apply for community grants to provide extra facilities for our students, in particular and sensory garden area. Reducing this deficit will be a priority in 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,202,736	High Yield Investment Account	\$16,370
Government Provided DET Grants	\$99,615	Official Account	\$125
Government Grants Commonwealth	\$22,315	<b>Total Funds Available</b>	<b>\$16,495</b>
Government Grants State	\$18,400		
Revenue Other	\$231,514		
Locally Raised Funds	\$4,300		
<b>Total Operating Revenue</b>	<b>\$1,578,880</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$1,282,783	Operating Reserve	\$16,495
Communication Costs	\$5,390	<b>Total Financial Commitments</b>	<b>\$16,495</b>
Consumables	\$25,574		
Miscellaneous Expense	\$69,770		
Professional Development	\$5,402		
Property and Equipment Services	\$67,073		
Salaries & Allowances	\$192,163		
Trading & Fundraising	\$1,358		
Travel & Subsistence	\$37,751		
Utilities	\$18,786		
<b>Total Operating Expenditure</b>	<b>\$1,706,051</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$127,171)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

*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.*