

2021 Annual Report to The School Community



School Name: Skene Street School Stawell (5272)



- 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 2021 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 01 April 2022 at 04:52 PM by Sandi Slocombe (Principal)

- This 2021 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 04 April 2022 at 10:10 AM by Graeme Ferguson (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Skene Street Specialist School (SSSS) provides specialist, individualised education to students aged 5-18 diagnosed with a mild intellectual disability. The school is located in Stawell, with the student population drawn from a wide geographical area, predominantly within Stawell and Ararat. In 2021 we also had students attending who resided in Willaura, Elmhurst, Staveley, Landsborough, Navarre and Barkly. The large majority of our student cohort are transported to school by our DET self-managed school bus service.

The school's vision continues to focus upon our ability "...to deliver a high quality, individualised program to allow students to reach their personal best and embrace our school motto- 'See me as I am'". Our programs and teaching practice are designed to enable students to discover their strengths and develop the confidence and skills needed to fulfil their educational and personal potential, both during their time at school and into the future.

Our school values of: Be Safe, Be Respectful, Be Responsible, Be a Learner are both modelled by staff and explicitly taught through our 'School-wide Positive Behaviour Support Framework'.

SSSS staff are committed to providing authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. This intention was challenged throughout 2021 as the impact of the ongoing pandemic led to decreased opportunities to take our learning off-site, leading teachers to become extremely resourceful and keep our students connected during remote learning and limited community based programs.

In 2021, our enrolment was 55.8 students. We operated 6 classes; 2 Juniors, 2 Inters and 2 Senior groups, centring on the learning HUBS created in the previous year. Our staffing profile consisted of a Principal, 7 classroom teachers, 9 class based ES staff, 1 tutor, 1 business manager, 1 administration officer, 4 bus staff and a school chaplain. We were also supported by a part time physiotherapist. Staff also consulted with external allied health partners as much as possible, although on-site visitations were restricted. The vast majority of our professional learning, consultation, care team meetings and SSGs were implemented via on-line platforms. This ensured we were still striving to keep the communication and support consistent for our students and their families.

SSSS had a School Family Occupation Index of 0.69 during the 2021 school year.

Framework for Improving Student Outcomes (FISO)

The 3 major areas of focus over the life of this Strategic Plan are:

- Student learning growth (FISO: Curriculum Planning and Assessment)
- Student engagement and inclusion (FISO: Positive Climate for Learning)
- School Leadership (FISO: Building Leadership Teams)

During 2021 DET implemented system-wide Key Improvement Strategies to focus on well-being, learning catch-up and reconnection to community following the unprecedented disruption caused by the Covid-19 pandemic. We aligned these strategies to our SSP goals to ensure we were continuing to focus on our priority areas, whilst ensuring our attention was clearly centred on student and staff wellbeing.

FISO focus areas for 2021 were as follows:

1. Curriculum planning and assessment

GOAL- To improve individual student learning growth across all domains with a focus on English and Mathematics.

KIS- Learning, catch-up and extension priority

ACTIONS- - Establish/embed/maintain PLT structures to support teacher collaboration and reflection of strengthen teaching practice (Peer Observation/ joint teaching/ tutor initiative)

- Revisit and strengthen the use of HITS in classrooms, with a focus on areas identified by individual staff as

strategies they could improve upon (HITS)

Progress/ Highlights included:

- * Many opportunities were provided for joint teaching sessions, allowing for collegiate planning, observation and monitoring of student progress.
- * During term 1 each teacher utilised a Professional Practice Day to observe other classes within the school, focusing on nominated HITS areas. Staff also got to visit Portland Bay SS to observe classes and discuss resources.
- * During term 3 our focus was on peer support and resource sharing to deliver remote learning activities via Class Dojo- sharing of programs, viewing of previous online delivery content, sessions and structures.
- * Professional Learning opportunities included: THRASS Foundation Level Training course completed by new staff in term 3 ensuring consistency of delivery across the school, 'Be You' online modules and extension activities, 'The Resilience Project' training, CUST training.
- * OOES staff also hosted a Professional Learning Day 24th May titled 'Understanding the child to support behaviour'. They facilitated the day and led discussion groups with 30 visiting ES from local SaSS cluster schools, showcasing the importance of their role within the school.
- * The Tutor Learning Initiative was implemented by the employment of a 0.6 tutor for the school year. The program was delivered with flexible options for student support including 1:1 sessions, small group work and in class support. Teaching staff participated in ARC workshops to compare implementation strategies with like schools.

2. Building communities

GOAL- All students are engaged and supported in an inclusive learning community.

KIS- Connected schools priority

ACTIONS- Strengthen engagement in regional and network Communities of Practice

- Strengthen relationships with parents, carers and kin and conduct regular pulse checks
- Engage in PLTs to foster collaboration, build collective efficacy, and build consistent classroom practice

(Instructional Practice)

As 2021 was a further year of disruption, limited off-site programs and restricted access to on-site activities, many modifications to programmes and on-line alternatives were sought. The ability to implement our planned actions in relation to community engagement was challenging. Staff worked tirelessly to keep connection with families and students engaged through both remote learning periods and when the students were at school. Whenever COVID-19 restrictions and protocols have allowed, we have utilised community services, such as, returning to swimming sessions and visiting the local Library during the later part of term 4.

Progress/ Highlights included:

- * Strong connections were maintained with our local SaSS cluster. As a network we were involved in 'The Resilience Project' (introductory sessions, availability of full on-line resources, webinars), classroom implementation focusing on G.E.M. and attendance at the 'Resilient Stawell' sessions with Antony Keely.
- * Teachers attended the West Grampians Conference: Teacher Practice/ Engagement and Well-being focus.
- * Frequent attendance at West Grampians Network Executive and general meetings by Principal, who has taken on the role as special schools executive representative.
- * Mental Health Practitioner role: term 4 'short term use of funding plan' approved to allow our Chaplain to focus on mental health initiatives. The focus was to facilitate staff training in the 'Be You' program and source a hygiene and self-care program for senior students and make this available for staff to implement.
- * Family involvement has been facilitated by: SSG's, weekly contact, Care Team meetings (Lookout Centre Mentors) and end of year class group celebrations.
- * The local community remained as supportive as possible, including activities such as: RDA and the fabulous fundraising event- 24 Hour Shear Madness in December.

3. Building leadership teams

GOAL- Effect school leadership that supports improved student learning, engagement and well-being outcomes.

KIS- Happy, active and healthy kids priority

Development of a leadership framework with clear roles and responsibilities defined in line with the Australian Institute for Teaching and School Leadership (AITSL) standards (BLT)

ACTIONS- shared responsibility, areas of responsibility- action, PL opportunities

Many activities that were planned during the year to support the whole school community to reconnect and enhance wellbeing were unable to be implemented as the ongoing disruption continued. Many planned events such as Open Day, BBQs and interschool activities were cancelled. Staff were able to adapt and keep contact with families through

various platforms, including regular 'check-ins' with families via Class Dojo, phone calls and bus staff delivering class work and welfare packs, particularly throughout terms 1 & 3 remote learning.

Progress/ Highlights included:

- * Upskilling of staff in relation to mental health support, including the 'Be You' program training, SWPBS and TRP.
- * When the opportunities allowed, whole school activities were undertaken to boost morale and students engagement, e.g. 'Pirate Day'- Childhood Brain Cancer foundation, 24 Hour Shear Madness, class BBQs, Senior Presentation Lunch, CGLLEN incursions and vocational education experiences.

Achievement

The 2021 year focused on both academic and well being goals. As in the previous year, our priority was the wellbeing and reengagement of students following numerous disruptions (6 periods of 'Lockdown' of varying lengths) to the routines and predictability of school life. English and Maths were prioritised, particularly in remote learning periods. The content delivered to students during remote and flexible learning aimed to consolidate understanding of their learning goals, we did not target new learning in this area during these times. The majority of families were connected via Class Dojo. Teachers and ES delivered content and interacted via videos, chats and resource packs.

Staff continued to develop and refine whole school approaches to program implementation and assessment, with numerous common assessments utilised to gain whole school data to measure student growth.

Achievements to be noted:

*P.M. Benchmark Reading:

2021 data analysis- 34 assessable students, with more than 1 year's data

25 out of 34 made progress in levels... 74%

9 students maintained their level as of 2020 (3 of which are 30+) ... 26%

* Victorian Curriculum Teacher Judgement data:

2021 data analysis-

16 out of 51 students have maintained their level...31 %

28 out of 51 student have shown growth across levels...54%

5 out of 51 students have shown slight decrease in one skill area... 9%

10 out of 51 students have progressed significantly across levels... 20%

It should be noted that there are numerous growth points at each level and students may take a number of years to progress across a level. 12 month growth in our setting is significantly different to other settings.

*ABLES data: Comparative data tables from 2020-2021 for those students enrolled across this period show the following-

English- Reading and Writing....56% of students displayed growth, 34% of students maintained levels. 4 students had slight discrepancies in their results, primarily due to teacher judgement differences.

Mathematics..... 50% of students displayed growth, 36% of students maintained levels. 8 student had a slight discrepancy in results.

Engagement

SSSS students show a strong connection to our school, with the school offering a wide range of programs to promote student engagement, including the Respectful Relationships, School Wide Positive Behaviour Support (SWPBS), The Resilience Project, Vocational Training opportunities for senior students, Junior School Council, as well as weekly community based programs. Students are encouraged to have input into their own learning goals and activities where possible, being offered choices and input into programs and daily activities. Leadership and class staff are in regular contact with families, particularly following up non-attendance.

Despite all efforts, our attendance data remains concerning for a small amount of students. Many of our reported absences are related to illness or wellbeing challenges, but the number of unexplained absence is the area we are focusing upon. In 2021 the standard measure employed by DET is to record the number of students who have 20 or

more absent days in the year. Our data remains high with 59% of students recording this number, compared with 47% average for similar schools. However, unapproved absences are recorded as 8.1%, showing that reasons have generally been given as to student absence.

Achievements to be noted:

Well being supplementary report 2021:

5 out of 11 measures were in the excelling level, including positive endorsement of stimulating learning environment (91%), respect for diversity(89%) and managing bullying (90%).

Parent Opinion Survey

Parent and community engagement results were extremely encouraging, with positive responses to parent participation (95%), school support (100%) and teacher communication(100%).

All areas in school ethos and environment were 100% positive.

The domain of student cognitive engagement had positive results at 100% for student motivation and stimulating learning environment. Effective teaching was 96%.

Wellbeing

In 2021, considering the periods of remote and flexible learning and the additional impacts of COVID-19 on whole school operations and programming, staff and student wellbeing became the focus at SSSS. Health and wellbeing supports were prioritised for staff, students and their families. Staff engaged with families regularly, keeping the sense of community alive and well, even though families could not physically be on school grounds. Regular updates and photos were sent via a number of platforms including Class Dojo, Facebook, newsletters and daily diaries. Keeping the sense of 'normality' was vital to our students and staff alike.

Staff professional learning focused on continuing to access ideas and understanding of wellbeing supports. Programs such as SWPBS and TRP were ongoing, and new programs such as 'Be You' training developed by Headspace were explored.

Survey data continued to be positive overall, however, participation rates were lower than previously.

Achievements to be noted:

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, showing 98% of our parents are satisfied with the school overall which is above the average for special schools across the state at 83%.

Staff satisfaction, according to the School Staff Survey, remained steady at 77% positive, which was well above the special school average of 61% for the state. The additional survey response in relation to the experiences throughout remote learning was very positive, with all three measure having a 91% positive response.

Student Attitude to School survey data showed a 93% positive endorsement for our school, compared to 85% in similar schools.

Finance performance and position

2021 resulted in the school building on our strong financial position in preparation for implementation of projects beginning in 2022, when services and availability of goods should improve as the recovery from the pandemic begins. The school year ended with a reserve balance of \$577,339 due to the impact of difficulty accessing goods, services and trades personnel, with manufacturing delays and unavailability of items prohibiting our ability to move forward with purchasing planned items, such as an additional school bus and major ground works. Our SRP surplus was \$391,00, due to the fact that we were unable to fill positions including a Mental Health Practitioner, Occupational Therapist and Learning Specialist roles, even though they were advertised numerous times. Expenditure in Salaries & Allowances were lower due to COVID-19 and not requiring Casual Relief Teachers, primarily for coverage of teachers attending Professional Development.

Major expenditures for 2021 were as follows:

- ICT upgrade including 30 laptops, 3 charging stations, server and Wi-Fi updates, 2 Commbox screens, 3 smart TVs

and a large tv system for the multi purpose room (\$57,000.00)

-Additional class furniture and storage units for Library shelving and Resource Centre cabinetry (\$9,800.00)

- Equity Funding was targeted to welfare support, including funding for our school Chaplain (\$28,00.00) and supplementing resources and programmes to eliminate the need for parents to pay school fees. This included all essential learning items, incursions and excursions.

For more detailed information regarding our school please visit our website at

<http://www.skenesds.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.

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 56 students were enrolled at this school in 2021, 25 female and 31 male.

NDP percent of students had English as an additional language and 11 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).

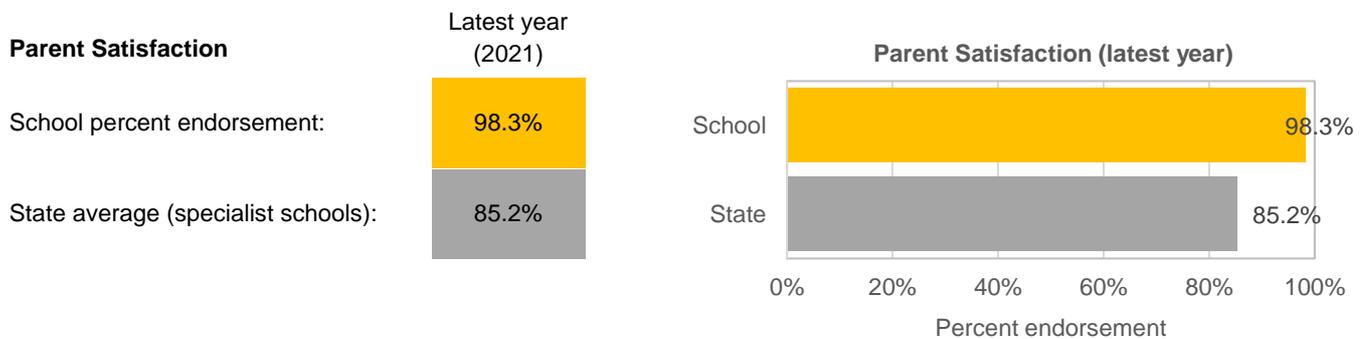
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

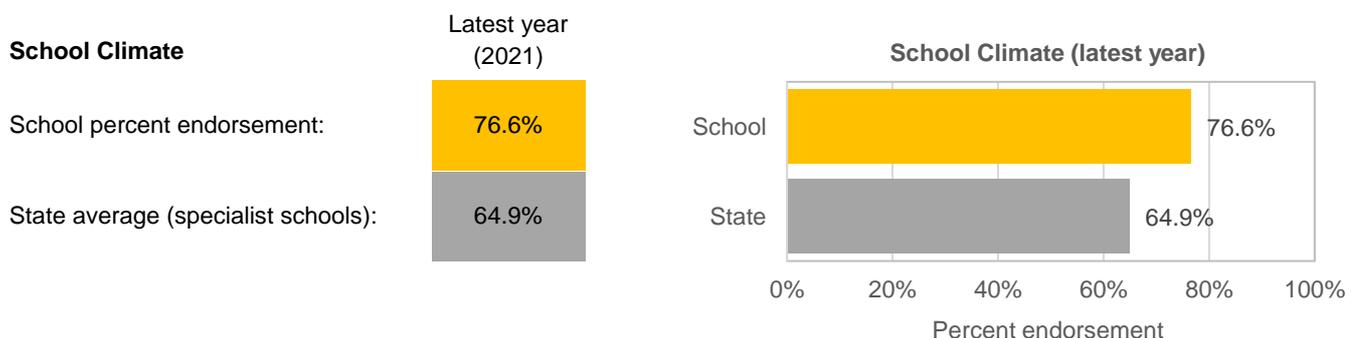


School Staff Survey

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.



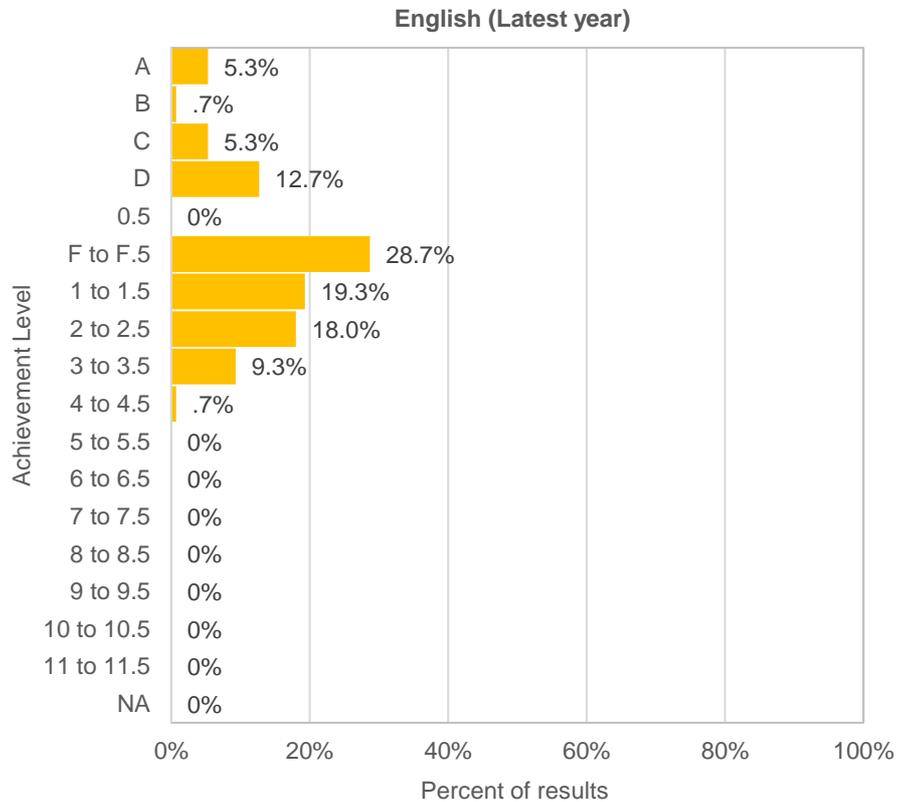
ACHIEVEMENT

Teacher Judgement of student achievement

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

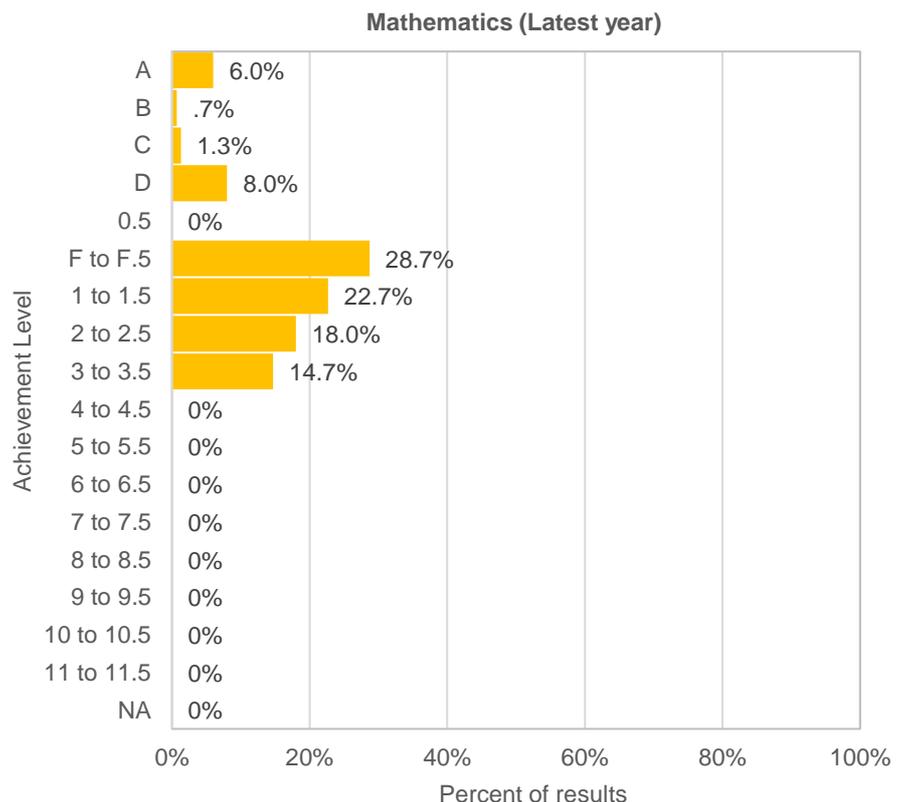
English

Achievement Level	Latest year (2021)
A	5.3%
B	0.7%
C	5.3%
D	12.7%
0.5	NDA
F to F.5	28.7%
1 to 1.5	19.3%
2 to 2.5	18.0%
3 to 3.5	9.3%
4 to 4.5	0.7%
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 (2021)
A	6.0%
B	0.7%
C	1.3%
D	8.0%
0.5	NDA
F to F.5	28.7%
1 to 1.5	22.7%
2 to 2.5	18.0%
3 to 3.5	14.7%
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



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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	26.5	37.2	42.2	36.1	35.8

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:	NDP	NDA	NDP	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,261,345
Government Provided DET Grants	\$378,108
Government Grants Commonwealth	\$4,700
Government Grants State	\$0
Revenue Other	\$234,947
Locally Raised Funds	\$6,504
Capital Grants	\$0
Total Operating Revenue	\$2,885,604

Equity ¹	Actual
Equity (Social Disadvantage)	\$149,095
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$149,095

Expenditure	Actual
Student Resource Package ²	\$1,872,607
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$8,331
Communication Costs	\$3,069
Consumables	\$31,491
Miscellaneous Expense ³	\$8,287
Professional Development	\$4,291
Equipment/Maintenance/Hire	\$67,369
Property Services	\$90,364
Salaries & Allowances ⁴	\$114,562
Support Services	\$39,504
Trading & Fundraising	\$1,123
Motor Vehicle Expenses	\$45,542
Travel & Subsistence	\$0
Utilities	\$21,697
Total Operating Expenditure	\$2,308,238
Net Operating Surplus/-Deficit	\$577,366
Asset Acquisitions	\$0

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$577,339
Official Account	\$45,212
Other Accounts	\$0
Total Funds Available	\$622,552

Financial Commitments	Actual
Operating Reserve	\$67,463
Other Recurrent Expenditure	(\$2,350)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$130,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$120,000
Total Financial Commitments	\$335,114

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.