

2018 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 Regulation 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 26 March 2019 at 05:19 PM by Sandi Slocombe
(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 Regulation 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 26 March 2019 at 05:36 PM by Graeme Ferguson
(School Council President)

About Our School

School context

Skene Street Specialist School's vision is, "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'". We embrace student strengths and skills, which provide the basis for individualised programming.

We explicitly teach our values as outlined in our 'School-wide Positive Behaviour Support Framework':

Be Safe Be Respectful Be Responsible Be a Learner.

Street Specialist School is a dual mode specialist school for students with an intellectual disability between the ages of 5 -18 years .We provide comprehensive individual programs in English, Mathematics, Physical Education, the Arts and Life skills. Some of our specialist programs include Vocational Education, RDA, Community Access, Developmental Learning Skills, Swimming, Choir and Physiotherapy.

Staff/pupil ratios are a budget priority and we support the students with as much staff assistance as possible. Our teaching staff, Educational Support Staff and physiotherapist work together in a cohesive multi-disciplinary team.

Our staffing profile in 2018 consisted of 1 Principal class, 7 teachers, 9 class based Educational Support staff, 4 bus staff, 1 part time Physiotherapist and a full time Business Manager.

Our 2018 enrolment was = 45

We operated 5 classes, 1x Junior, 3x Intermediate, 1x Senior groups. Close links with other specialist schools in the region provided further program support, particularly in Vocational Education opportunities.

Framework for Improving Student Outcomes (FISO)

During 2018 our FISO focus areas were as follows:

Curriculum planning and assessment

- Implementing a holistic approach to curriculum, pedagogy and assessment, focusing on English (Reading and Writing)

1)To integrate English capabilities, pedagogy and assessment into a whole school sequential program of learning

2)Assessments to be collaboratively programmed and moderated to enable greater consistency of teacher judgement

Positive Climate for Learning: Health and wellbeing:

To strengthen the social and emotional wellbeing of students

1) The school will work with families and community groups to develop the student's social and emotional health

2) The school will ensure that its curriculum plan includes social and emotional health units which are taught explicitly

3) To work within our SaSS cluster to plan and begin implementation of the "*Respectful Relationships*" program.

*To address the psychological and social wellbeing of students

*To ensure the each student has at least one ongoing relationship with a member of staff

*To provide strategies to enhance student wellbeing within an integrated curriculum

As a whole school community we worked towards the following goals and targets in our 2018 AIP.

Goal 1) **Curriculum planning and assessment:** The major focus of 2018 was to evaluate our curriculum programmes and assessment schedules through the Peer Review process. Through thorough examination and reflection, it was the general assessment both internally by staff and externally through the review that we were at the embedding stage. Our AIP focus was to continue working towards implementing whole school programmes and structures to increase consistency of practice and assessment. This was further enhanced by the initiative to introduce the *THRASS* program school wide, refinement of our 'Yearly Process Plan' document and moderation sessions for school wide assessments: *ABLES*, etc.

Goal 2) **Health and Wellbeing:** As a school we have a wide range of initiatives and program currently underway to

maintain and enhance our positive outcomes around staff, student and parent opinion surveys and positive school climate. The introduction of the Respectful Relationships program, Safe Schools introduction, continued welfare staff support and the SWPBS program have all added to the strong results in the areas of connectedness and well being.

Attendance is an ongoing issue with a very small number of students, with 'parent choice- unauthorised' absences an area for improvement and focus moving forward (see below in 'Engagement' section)

A thorough evaluation of our standing across all 16 FISO areas was conducted by the staff as a collective and this was reiterated by the Peer Review Panel:

ASSESSMENT AGAINST THE FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT (2018 Peer Review process)

FISO priority/dimension	PRSE Assessment	Review Panel Assessment
Curriculum planning and assessment	Embedding	Embedding
Building practice excellence	Evolving	Evolving
Evaluating impact on learning	Embedding	Embedding
Evidence-based high impact teaching strategies	Evolving	Evolving
Building leadership teams	Embedding	Evolving
Instructional and shared leadership	Embedding	Evolving
Strategic resource management	Evolving	Evolving
Vision values and culture	Embedding	Embedding
Empowering students and building school pride	Evolving	Evolving
Setting expectations and promoting inclusion	Excelling	Excelling
Health and wellbeing	Embedding	Embedding
Intellectual engagement and self awareness	Evolving	Evolving
Building communities	Embedding	Embedding
Parents and carers as partners	Evolving	Evolving
Global citizenship	Evolving	Evolving
Parents and Carers as Partners	Evolving	Evolving
Networks with schools, services and Agencies	Embedding	Embedding

Achievement

Our teaching staff continue to meet weekly in a PLT forum for collaboration, sharing and professional learning. This allows staff to adopt a whole school approach to thematic learning, which provides experiential based learning combined 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, Developmental and Play based learning, Music, swimming, camps and excursions. These all bring the school and local community together and provide invaluable and practical experiences to our students.

Student Achievement goals were supported by the implementation of a whole-school English approach- *THRASS* Reading and Spelling initiative- all staff trained (2 day course) and program delivered in varying ways across the school -all 5 classes. This allowed us to develop a shared understanding of children's reading and spelling development and effective teaching practices to support this, focusing on documentation within *THRASS* program / refinement of common assessments across the school/ moderation process implemented, particularly in relation to teacher judgement data in *ABLES* assessments.

As can be noted in our student achievement data, our students range from Level A-4 on the Victorian Curriculum. It is interesting to note that approximately 25% of our students in English and 28% of our students in Maths are working at Level 3, which is the largest percentage across the cohort, thus our focus on English as Maths as areas for teacher PL. Individual student assessment data is showing positive gains and growth in those students deemed capable, with progression noted in a number of common assessment tasks: PM Benchmark reading assessment, Yellow Box assessments, *ABLES* levels, Targeting Maths.

Engagement

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 positive Parent Opinion Survey 2018 data, with an overall endorsement of 95.5%. This is far above the state average and reflects the solid communication and interaction we have with our school community.

The School Staff Survey data was also very positive with an overall endorsement of 81.7 % of staff responding with positive responses. All component areas were above average, I feel that this is a reflection of the positive work ethic and culture we continue to build at Skene Street.

The student absence data showed a sound decrease in 2018, falling from 39.6days in 2017 to 26.5 in 2018. This remains quite high in comparison to the state mean, but there are numerous factors influencing this data, with the main one being the ongoing medical issues of a number of our students and the regular absence of a small number of students. There were a number of strategies put in place for these students, but unfortunately this still does not reflect in our data.

As our students participated in the Accessible/ ungraded 'Attitudes to School' Survey in 2018 for the first time, it was extremely rewarding for staff and the community to see the result of an 88% positive endorsement result, particularly with a 98% positive response to the area of 'Sense of Inclusion'. It was also important to note that our school was above the state mean in relation to positive endorsement by gender:

90% female : state mean of 78%

87% male : state mean of 74%

Wellbeing

The area of School Climate had a 75.5% endorsement with the areas of Leadership (90.9%) and Staff Wellbeing (89.0%) rating well above state average. I feel this reflects the positive approach and culture we have re-established during 2017, with communication, structure and support underlying all areas of school organization. The ability of staff to support each other comes from a shared approach to student behaviour and engagement. The continued professional learning around *School Wide Positive Behaviour Support (SWPBS)* allowed staff to refine our culture and begin to formalize what we already have in place.

During 2017 we designed a framework to introduce the Whole School Rules: 'Be Safe', 'Be a Learner', 'Be

Respectful' and 'Be Responsible' and behaviour matrix (outlining expectations across different school environments) to support all students (Tier 1). Teaching staff also attended Tier 1 training. This process will be ongoing in 2018. The employment of our School Chaplain and Youth Mentor as vital members in our well-being team has continued to be invaluable. This has allowed us to provide in house and off site mentoring to students at risk, providing a link between school and home. At present we have a reduced number students requiring an individual Behaviour Support Plan, and the number of non-critical incidents has decreased substantially.

Financial performance and position

2018 was year of consolidation. By scrutinising the school expenditure we made headway to clearing the school deficit and building up equity within our accounts. Skene Street SS staff have contributed to maintaining conservative expenditure so as the school can move forward and we can have positive outcomes for all students. The protocols adopted in 2017-18 ensure complete transparency with the finance systems and these more stringent controls have allowed us to know exactly where expenditure has gone, which was not always done in the past. My current Business Manager, who took on the role at the beginning of 2017 when I also began in the role of Principal, has worked tirelessly to have cleared all bridging finance debt, which allowed us to have a full cash grant in term 4, 2017, for the first time in a number of years. As can be seen in our 2018 Financial Performance Statement, as at 31st December 2018 we had a healthy balance of \$114,390 which is a large turnaround from the end of 2016 where the balance of all school accounts was \$16,495.

For more detailed information regarding our school please visit our website at
<http://www.skenesds.vic.edu.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.

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

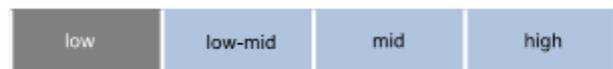
Enrolment Profile

A total of 46 students were enrolled at this school in 2018, 16 female and 30 male.

0 percent were EAL (English as an Additional Language) students and 15 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>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>7%</td></tr> <tr><td>B</td><td>8%</td></tr> <tr><td>C</td><td>12%</td></tr> <tr><td>D</td><td>12%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>13%</td></tr> <tr><td>1 - 1.5</td><td>11%</td></tr> <tr><td>2 - 2.5</td><td>14%</td></tr> <tr><td>3 - 3.5</td><td>25%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>7%</td></tr> <tr><td>B</td><td>2%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>6%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>8%</td></tr> <tr><td>1 - 1.5</td><td>14%</td></tr> <tr><td>2 - 2.5</td><td>21%</td></tr> <tr><td>3 - 3.5</td><td>28%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	7%	B	8%	C	12%	D	12%	0.5	0%	F - F.5	13%	1 - 1.5	11%	2 - 2.5	14%	3 - 3.5	25%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	7%	B	2%	C	16%	D	6%	0.5	0%	F - F.5	8%	1 - 1.5	14%	2 - 2.5	21%	3 - 3.5	28%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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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"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>32.4</td> <td>36.1</td> <td>39.6</td> <td>26.5</td> <td>33.6</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	32.4	36.1	39.6	26.5	33.6
Year	2015	2016	2017	2018	4-year average								
Average absence days	32.4	36.1	39.6	26.5	33.6								
<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"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>100.0</td> <td>ND</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	ND	100.0	ND	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	\$1,416,807
Government Provided DET Grants	\$190,329
Government Grants Commonwealth	\$4,625
Government Grants State	\$10,217
Revenue Other	\$181,946
Locally Raised Funds	\$6,894
Total Operating Revenue	\$1,810,818

Equity ¹	
Equity (Social Disadvantage)	\$102,949
Equity Total	\$102,949

Expenditure	
Student Resource Package ²	\$1,351,299
Communication Costs	\$4,011
Consumables	\$13,329
Miscellaneous Expense ³	\$63,630
Professional Development	\$9,592
Property and Equipment Services	\$97,942
Salaries & Allowances ⁴	\$126,490
Trading & Fundraising	\$784
Travel & Subsistence	\$31,951
Utilities	\$26,138
Total Operating Expenditure	\$1,725,166

Net Operating Surplus/-Deficit **\$85,652**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$69,816
Official Account	\$44,574
Total Funds Available	\$114,390

Financial Commitments	
Operating Reserve	\$57,523
Funds Received in Advance	\$4,980
School Based Programs	\$2,000
Asset/Equipment Replacement > 12 months	\$50,000
Total Financial Commitments	\$114,503

(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.