

2020 Annual Report to The School Community



School Name: South Gippsland Specialist School (5495)



- 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 2020 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 30 April 2021 at 03:49 PM by Heather Braden (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 03 May 2021 at 01:06 PM by Tenielle Bentley (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 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.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

South Gippsland Specialist School is located on the Education Precinct in Leongatha.

Statement of purpose

The South Gippsland Specialist School is committed to the provision of quality educational programs, teamwork, positive communication, respect for self and others and providing an inclusive environment for all. We work together to provide quality learning opportunities for students that assist them to be contributing members of society. Our school encourages staff and students to take pride in themselves and their school, to have high expectations and to value learning.

The South Gippsland Specialist School community will:

- Respect self and others.
- Provide a safe, challenging and creative school environment.
- Have a positive attitude toward learning.
- Encourage and develop student independence.
- Raise self-esteem through successful experiences.
- Provide an inclusive environment for all.
- Encourage community acceptance of disability and difference.
- Implement current evidence based educational practice.
- Communicate in a professional manner.
- Work collaboratively and contribute to the learning of others.

Vision Statement

Students experience success academically, socially and emotionally to become contributing members of our community.

Our Values

The South Gippsland Specialist School operates within a strong framework of values and behaviours based on Respect, Learning, Safety, Inclusion and Teamwork. All members of the school community will be treated with respect and dignity regardless of their sex, gender identity, socio economic status, cultural background, sexual preference.

Be Friendly Be Safe Be a Learner Be Respectful

Mission Statement

South Gippsland Specialist School is committed to developing our school community to be safe, friendly and respectful learners.

In 2020, our enrolment was 59 students (EFT 53.9 students), comprising of 8 operating classrooms, 2 junior years, three middle years and three senior years. The schools SFOE is 0.54. The school has 10.3 Teaching staff, 14.4 Non teaching staff with a total EFT of 24.7.

The staffing profile is made up of 1 principal, 1 assistant principal, 9 classroom teachers, 16 Education Support (EFT 11.2), 2 Allied Health Professionals and a Business manager.

Framework for Improving Student Outcomes (FISO)

In 2020, the schools’s AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams.

This included:

- Develop, document and implement a guaranteed and viable curriculum.
- Improve parent and carer participation in thier child's learning and development, including enhanced communication.

To support implementation of these KIS,

We developed unit plans that were implemented across the school for the following curriculum areas - Technologies, Humanities, Science and Health.

The literacy and numeracy teams developed the essential learnings for Numeracy and Literacy.

The school implemented the compass program to improve communication between the school and families.

We successfully implemented our collaborative learning time for teachers to work together on the development of the unit plans to ensure consistency in the delivery of those curriculum areas and to increase student engagement. .

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students across the school actively participated in the school wide mapbook sessions to support thier individualised Numeracy and Literacy goals. These mapbook activites were delivered continued through the lockdown period to ensure consistency of student learning. The school developed online resources to support learning from home and operated google classrooms to engage with students at home during this time. Parents identified these resources as a great support for them to use at home.

English online Interview data and maths online interview data showed many of the students making satisfactory progress in the assessment tools.

Students all showed satisfactory progress in achieving their individual goals as identified in their Personalised learning Support Plans.

Engagement

South Gippsland Specialist School students are engaged and connected to their school and we are proud of the programs which support students to build their personal and social capability to their full capacity.

The work in this area is ongoing and includes programs such as Student Representative Council, School Wide Positive Behaviour Support, Duke of Edinburgh, Transition Programs and work experience.

A range of opportunities for student voice and development of student agency continued to be nurtured despite the period of lockdown during. Students were authentically engaged in thier SSG meetings and were asked to discuss a personal goal they wanted ot work on.

During 2020, with the return of students to Specialist Schools in term 3, the school continued to provided remote

learning materials for those students who had not yet returned to school. The Student Welfare Officer did community visits to one student to try and engage her back into school.

In 2020, South Gippsland Specialist School continued to work with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify any absences, sent out Compass Messages, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absence. The school works closely with the Welfare officer to support chronic absences and the return to school processes.

Wellbeing

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2020 results showed student connectedness sitting at 84% and Motivation and Interest at 95%. Managing Bullying at 79%.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2020 the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a Student welfare officer.

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

The staff satisfaction, according to the School Staff Survey, fell to 52% which was well below the special school average for the state. COVID significantly impacted on staff wellbeing in 2020.

Financial performance and position

In 2020, the school ended in a slight deficit at the end of the year. During COVID - two staff were required to work from home so we had to replace them in the classroom which significantly drained the schools resources.

The school continued to apply for a variety of grants which we were successful in getting the Inclusive schools Grant of \$200,000 to redo the schools playgrounds. This work did not commence during the 2020 school year due to COVID. Due to be done in 2021.

Student programs continued to run across all areas of the curriculum despite the school having to pay back the 2019 deficit of \$30,000.

School Council managed the schools resources through a difficult year and plan for a surplus for 2021 in order to develop savings over the next few years.

For more detailed information regarding our school please visit our website at
www.sgss@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 54 students were enrolled at this school in 2020, 13 female and 41 male.

0 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

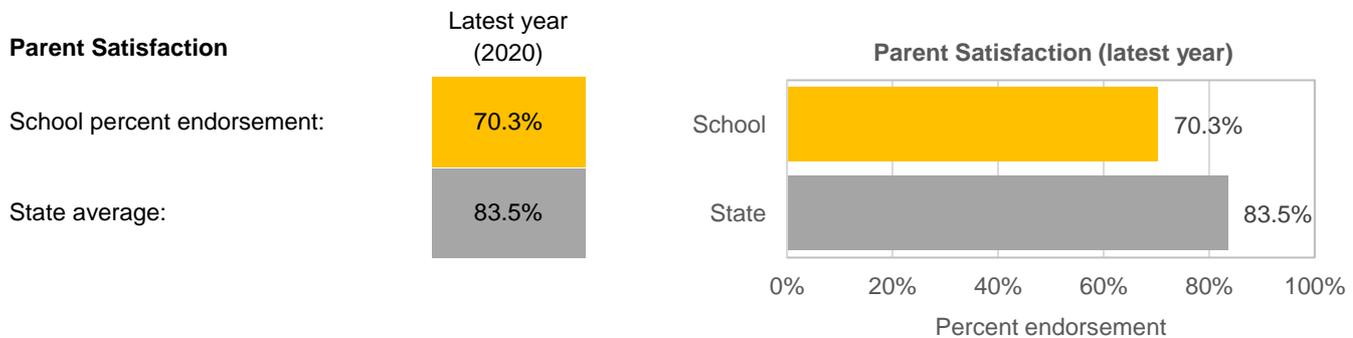
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

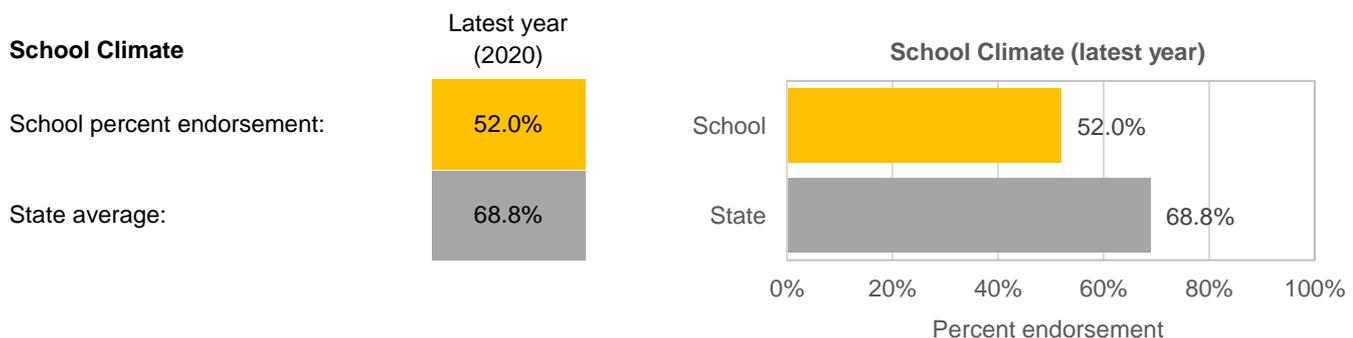


School Staff Survey

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.



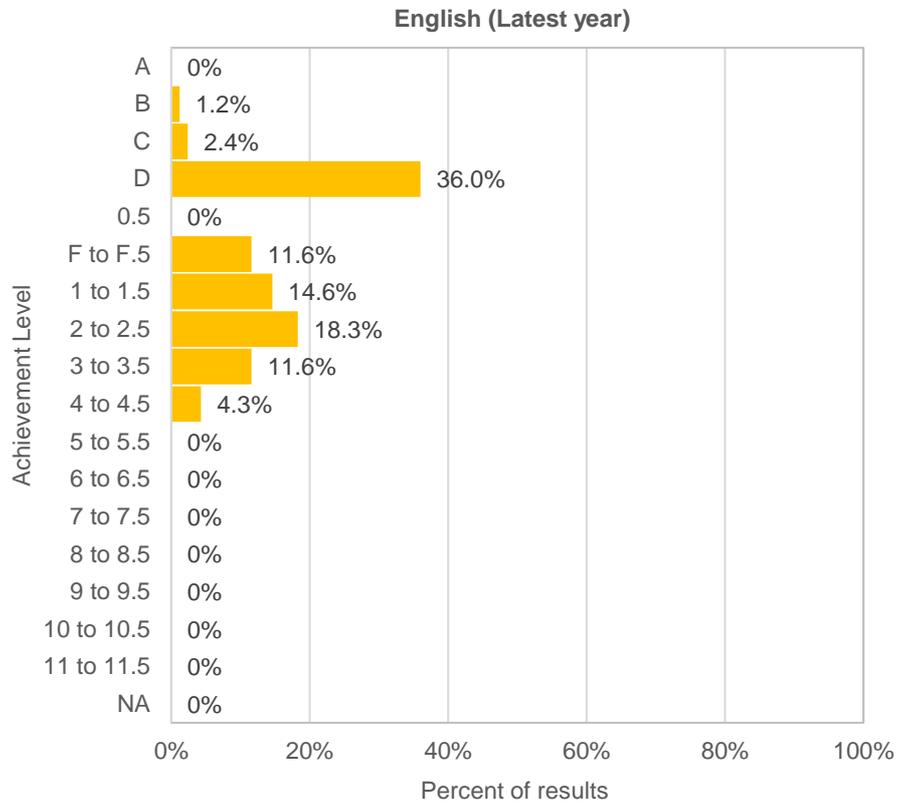
ACHIEVEMENT

Teacher Judgement of student achievement

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

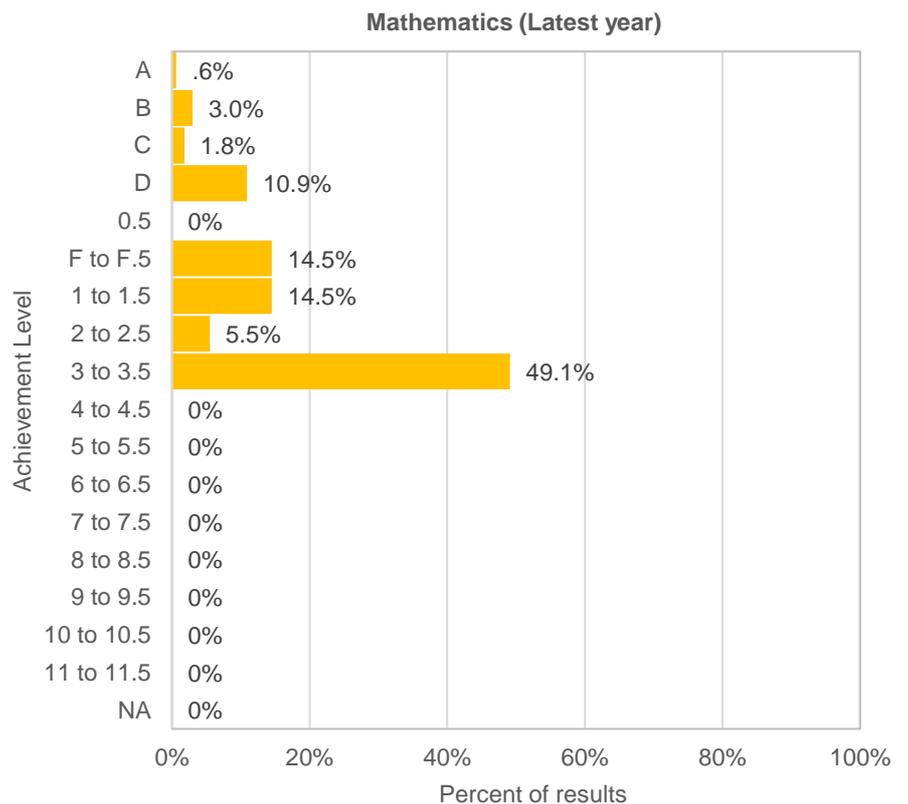
English

Achievement Level	Latest year (2020)
A	NDA
B	1.2%
C	2.4%
D	36.0%
0.5	NDA
F to F.5	11.6%
1 to 1.5	14.6%
2 to 2.5	18.3%
3 to 3.5	11.6%
4 to 4.5	4.3%
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 (2020)
A	0.6%
B	3.0%
C	1.8%
D	10.9%
0.5	NDA
F to F.5	14.5%
1 to 1.5	14.5%
2 to 2.5	5.5%
3 to 3.5	49.1%
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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	28.8	32.1	27.6	32.8	30.4

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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	85.7%	NDP	95.2%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,214,400
Government Provided DET Grants	\$342,181
Government Grants Commonwealth	\$8,500
Government Grants State	\$10,375
Revenue Other	\$30,822
Locally Raised Funds	\$37,366
Capital Grants	NDA
Total Operating Revenue	\$2,643,644

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,507
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$28,507

Expenditure	Actual
Student Resource Package ²	\$2,225,624
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$7,634
Communication Costs	\$4,487
Consumables	\$54,916
Miscellaneous Expense ³	\$10,993
Professional Development	\$9,205
Equipment/Maintenance/Hire	\$50,042
Property Services	\$155,786
Salaries & Allowances ⁴	\$45,325
Support Services	\$26,866
Trading & Fundraising	\$4,845
Motor Vehicle Expenses	\$14,653
Travel & Subsistence	NDA
Utilities	\$56,552
Total Operating Expenditure	\$2,666,928
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

(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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$858
Official Account	\$11,573
Other Accounts	NDA
Total Funds Available	\$12,431

Financial Commitments	Actual
Operating Reserve	\$12,431
Other Recurrent Expenditure	\$42,120
Provision Accounts	NDA
Funds Received in Advance	\$2,155
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$56,706

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.