

2019 Annual Report to The School Community



School Name: Coburg Special Developmental School (5261)



- 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 2019 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 11 March 2020 at 03:03 PM by Warren Tofts (Principal)

The 2019 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 13 March 2020 at 11:54 AM by Vance Duke (School Council President)

About Our School

School context

At Coburg SDS we strive to provide all students with the skills needed to meet their full potential through our child centred, transdisciplinary learning approach. Students are empowered to be active members of the school and wider community by building independence, communication and relationships. We work together as a team to provide a positive, safe and engaging learning environment where student voice and readiness for life after school is at the centre of our teaching and learning.

Our school values are Building Independence, Building Communication and Building Relationships. These values were developed with input from staff, students and families during 2017 and reflected upon in 2019 during the review process. Our values embody what is important to everyone in our school community.

In 2019, the school's enrolment was 51 students, all with a primary diagnosis of developmental delay or intellectual disability. Many of our students have other additional needs that affect their learning including but not limited to autism, communication and high sensory needs and can display behaviours of concern. The school was divided into three areas of Junior school of two classes, Middle school of three classes and Senior school of three classes. Our Junior school is housed in our base rooms on the site of Coburg North Primary School. The school's SFOE is 0.4567. The staffing profile is made up of 1 principal, 1 assistant principal, 10 teachers (8.6 EFT), 11 education support staff (9.8 EFT) and 4 therapists (2.8 EFT).

Framework for Improving Student Outcomes (FISO)

In 2019, the School's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum Planning and Assessment and Building Practice Excellence.

This included:

- * using multiple sources of data to inform goal setting and teaching strategies
- * supporting students' capacity and readiness to learn by the incorporation of individualised communication and sensory needs assessments and implementation coordinated through the CCL structure.

The Section Leader position was introduced, as way of developing our middle management, to support the building of teacher efficacy across teams with the effect of greater moderation when collecting and analysing data. These three teachers also formed part of the team for Professional Learning Communities (PLC) training in term 3 and will drive this initiative into the next Strategic Plan and AIP as our instructional leaders. This role has also put an added dimension into teacher professional learning and the building of consistent teaching practice across the school. Further development and application of this action will be seen in the PLC initiative as it forms a major direction for the next four years.

The Student Outcomes goal in individual teachers' Performance and Development Plans was based around the collection and use of multiple sources of data to inform teaching and learning programs. This was reflected in strong student goals based on individual needs, both in long term planning and within the Child Centred Learning (CCL) meetings.

Involvement in the Amplify "Learning Labs" has set the basis for the development of improved teacher use of data to inform practice and to acknowledge student voice and advocacy in their planning.

The Data Wall was completed around student communication and has utilised the students' Speaking and Listening goals. This is being used to support practice within the classrooms, having the effect of a more consistent approach to emotional regulation programs and communication strategies across the school. The increased focus on data use for teaching, especially in the area of communication, has supported improved engagement. This has had a direct effect

on reducing behaviours of concern and increasing student engagement due to more appropriate and targeted teaching. Students are better able to regulate their own behaviour by effectively communicating their concerns/needs/wants. This is becoming more evident in the classroom programs especially where the use of feedback and choice are used in practice.

There is an increased awareness of own and others' emotions, with students choosing alternative strategies to support self regulation. This is a direct result of there being greater opportunities for all students to communicate in appropriate ways.

2019 was also the year that the school underwent its four yearly cycled review. This highlighted some strong growth over the last four years and set the direction for our next Strategic Plan. The goals over the next four years are:

- * Improve each student's ability to communicate; with an emphasis on achievement in Speaking and Listening
- * Strengthen each student's emotional and social well being
- * Empower students to take a lead in their learning.

Achievement

Based on the Key Improvement Strategy: Teachers will use multiple sources of data to inform goal setting and teaching strategies.

In 2019, there was a greater use of informal data collection to gauge improvements eg tally sheets, video evidence, and task analysis to set goals. The direct result of this has been more relevant short term goals being constructed within the Child Centred Learning (CCL) meetings with input from the teachers, Education Support staff and the therapists, and has seen an increased practice of teaching and learning based in evidence. A number of teachers are also trialing alternative ways of goal tracking that will support more efficient ways of continuous data collection. The Curriculum Tracker was used far more effectively to demonstrate where students are working within the Victorian Curriculum and will become a major source of data for inquiry cycles as part of the PLC initiative.

There has been professional learning completed around moderation which will have the effect of reducing variability and making teacher judgements less general when based on the Victorian Curriculum. The more discrete the analysis of student capability, the better results when focussing on future goals and outcomes. To this end, we have changed our processes to allow three weeks of moderation of both the Victorian Curriculum, ABLES and Communication Profile data within teacher teams. Across the school, we saw 85% of our students making progress within and across ABLES levels for the area of Speaking and Listening and 72% making progress within and across levels for Reading and Writing. With the improved processes around moderation and use of data for goal setting, it is safe to assume that these percentages will continue to rise.

The continued development of our electives program in the Senior Years classes supported improved student agency and choice, as well as achievement outcomes by focussing on learning through activity and interest based programs with appropriate guidance from teachers.

We also initiated a trial of the Roadmap Of Communicative Competence (ROCC) data collection tool to further support the use of multiple modes of data. This will add a further dimension to the information we glean from the student Communication Profile, and will also be reflected in the Data Walls. The result of this will mean increased use of evidence for evaluation and further goal setting.

The instigation of the Section Leader position this year has helped to drive the above changes to practice. It has also had the effect of reducing variability in teaching and learning processes. This will lead directly into the new Strategic Plan where one of the Key Improvement Strategies is to implement an agreed whole school approach to teaching and learning in Speaking and Listening.

Engagement

In 2019, the school had focus on supporting students' capacity and readiness to learn by the incorporation of individualised communication and sensory needs assessments and implementation coordinated through the CCL structure. We were successful in employing all of the proposed activities that linked with the Key Improvement Strategies:

- * Developing data walls based around the students' communication needs and utilising data from multiple sources
- * Utilising the Communication profile as modified for our setting from the Pragmatic Profile of Everyday Communications Skills
- * Further develop a 'toolbox' of sensory related strategies to support engagement

There is now a consistent approach to emotional regulation programs and communication strategies across the school and in every classroom. The increased focus on data use for teaching, especially in the area of communication, has supported improved engagement. This has had a direct effect on reducing behaviours of concern and increasing student engagement due to more appropriate and targeted teaching. Students are better able to regulate their own behaviour due to explicit teaching of strategies through the Zones of Regulation and the Engine program (Early Years) and by being able to effectively communicate their concerns/needs/wants. This is becoming more evident in the classroom programs especially where the use of feedback and choice are used in practice. The students have an increased awareness of own and others' emotions and choosing alternative strategies on the part of the students especially those on Tier 3 interventions. This is a direct result of there being greater opportunities for all students to communicate in appropriate ways. PODD books, ALDs, visuals as well as other individualised communication systems, are being used more readily by the majority of staff and students, with both groups asking for their own PODD books for use.

The Data Wall was completed based on student communication and utilised the students' Speaking and Listening goals. Teachers and therapist have begun using the information on the Data Walls to support the writing of goals and practice within the classrooms. The introduction of the "Communication Champion" within our Roles and Responsibilities structure has ensured professional learning opportunities for all staff as well as keeping the message of communication high on our agenda. The Communication team continues to work toward our school being a Communication Accessible school.

2019 was the first year we had a core group of students trial the modified version of the Attitudes to School Survey. This will form a baseline going forward and give us a further set of data by which to gauge our students' engagement at school.

Wellbeing

In 2019, the school officially launched the SWPBS Framework and teaching matrix at a whole school assembly. The introduction of the teaching matrix has given an educational overlay to the tiered interventions as well as begun to embed the explicit teaching of desired behaviours. The continued focus on events such as assemblies, celebration days and curriculum area focus days has allowed each section of the school to refine inclusive practices and a positive sense of collaboration and collective responsibility across staff and students. The SWPBS assemblies each fortnight were successful in showing that it was possible to bring all students together and generate a strong sense of community and pride in the school.

Other whole school special days, based around African performance, Sorry Day activities, Harmony Day and Anzac Day were held to support cultural awareness. The Acknowledgment of Country video, produced by the DET media department and featuring two of our Senior students, was shown on all five days of the Victorian State Principals Conference. This was a huge achievement for our students and it highlighted the work of our school on a state level. We continue to use the video at various school events.

The explicit teaching of desired behaviours, through the development of SWPBS lesson plans based on the teaching matrix, became part of our class programs and will be further developed and extended next year. These efforts have had the effect of reducing the incidences of more highly challenging behaviours.

The Canine Comprehension Program, delivered to a small group of students through the School Focussed Youth

Services grant, supported the development of self regulation and social well being. We also employed the services of the Navigator Program to address issues around chronic absenteeism and school refusal which has seen some positive movements.

There was a palpable shift in the inclusive and collaborative culture of the school over the year which is demonstrated in an increased sense of collective responsibility, positive attitudes and true caring of all community members.

Financial performance and position

The financial performance of the school was quite strong over the year, with a final operating surplus of \$48,881. This was managed through purposeful staffing decisions that included the addition of an eighth class in second semester. We were also able to draw across a significant credit to cash component of \$51,000 in February and an additional \$70,000 in August, which bolstered our operating budget and allowed for greater spending to support our educational programs.

Reappraisal of funding levels on the Program for Students with Disabilities for a significant number of our students, also had the effect of increasing the total of our SRP. Further increases will be reflected in the 2020 budget.

We were successful in achieving a total of \$38,220 through the Equipment Boost Grants, thanks to the efforts of our therapists. This will be utilised across 2020 to enrich our available resources for the support of our students' sensory needs. We were also able to access a \$500 grant through the Cultural Understanding and Safety Training, which supported our art program. In this, our Art teacher collaborated with two of our parents to produce three Indigenous paintings that incorporated work from our students and which reflects our community at Coburg SDS.

The Professional Learning Communities Initiative was supported through an \$8000 grant that covered the release of three teaching staff as well as our ability to 'back fill' the Principal position during this training.

Safe School funding of \$20,000 enabled us to pay for the Managing Challenging Behaviours training for all of the staff as well as updating our classroom 'support' alarm system. The covering of part of our playground with a rubberised material was also made possible through this grant. Following a tree audit, we had three trees removed from the yard and recouped a total of \$2727 through the Safe Tree program.

We were also able to utilise \$1500 to purchase lockers as part of the new Mobile Phone usage policy.




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	
<p>Enrolment Profile</p> <p>A total of 51 students were enrolled at this school in 2019, 13 female and 38 male.</p> <p>35 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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;"> <p>Results: English</p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>35%</td></tr> <tr><td>B</td><td>28%</td></tr> <tr><td>C</td><td>30%</td></tr> <tr><td>D</td><td>6%</td></tr> <tr><td>F - F.5</td><td>1%</td></tr> <tr><td>1 - 1.5</td><td>0%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</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;"> <p>Results: Mathematics</p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>42%</td></tr> <tr><td>B</td><td>23%</td></tr> <tr><td>C</td><td>18%</td></tr> <tr><td>D</td><td>14%</td></tr> <tr><td>F - F.5</td><td>3%</td></tr> <tr><td>1 - 1.5</td><td>0%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</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	35%	B	28%	C	30%	D	6%	F - F.5	1%	1 - 1.5	0%	2 - 2.5	0%	3 - 3.5	0%	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	42%	B	23%	C	18%	D	14%	F - F.5	3%	1 - 1.5	0%	2 - 2.5	0%	3 - 3.5	0%	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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>24.6</td> <td>30.3</td> <td>32.8</td> <td>34.3</td> <td>30.5</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	24.6	30.3	32.8	34.3	30.5
Year	2016	2017	2018	2019	4-year average								
Average absence days	24.6	30.3	32.8	34.3	30.5								
<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%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>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	2016	2017	2018	2019	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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,031,282	High Yield Investment Account	\$121,802
Government Provided DET Grants	\$275,404	Official Account	\$5,885
Government Grants Commonwealth	\$4,877	Total Funds Available	\$127,687
Revenue Other	\$2,332		
Locally Raised Funds	\$33,169		
Total Operating Revenue	\$2,347,064		
Equity¹			
Equity (Social Disadvantage)	\$18,828		
Equity Total	\$18,828		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,987,138	Operating Reserve	\$46,952
Books & Publications	\$191	School Based Programs	\$19,464
Communication Costs	\$4,645	Asset/Equipment Replacement < 12 months	\$21,000
Consumables	\$24,281	Maintenance - Buildings/Grounds < 12 months	\$52,425
Miscellaneous Expense ³	\$134,791	Total Financial Commitments	\$139,841
Professional Development	\$13,292		
Property and Equipment Services	\$76,140		
Salaries & Allowances ⁴	\$33,457		
Trading & Fundraising	\$2,782		
Travel & Subsistence	\$7,151		
Utilities	\$14,315		
Total Operating Expenditure	\$2,298,183		
Net Operating Surplus/-Deficit	\$48,881		
Asset Acquisitions	\$24,240		

- (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 26 February 2020 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.