

2020 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 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 17 March 2021 at 10:38 AM by Warren Tofts (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 25 March 2021 at 12:10 PM by Danny Smith (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

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.

Learning goals for each student are established through negotiated education plans developed in collaboration between the team around the learner, which can include education staff, therapy staff, and families. The school employs speech and occupational therapists to support our students to ensure that all students can engage as effectively as possible with the curriculum.

Our school follows the School Wide Positive Behaviour Supports (SWPBS) framework and we completed our training as part of the Northern Network Training group. We continue to participate in the Northern Special Schools SWPBS Network. SWPBS has been developed from evidence and data; demonstrating the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.

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 2020, the school's enrolment was 55 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 three classes, Middle school of two classes and Senior school of four classes. Our Junior school is housed in our base rooms on the site of Coburg North Primary School as well as one classroom at the main school site. The school's SFOE is 0.4567. The staffing profile was made up of 1 principal, 1 assistant principal, 12 teachers (10.4 EFT), 12 education support staff (11.2 EFT) and 3 therapists (2.8 EFT; 1.0 OT and 1.8 Speech Pathologists).

Framework for Improving Student Outcomes (FISO)

2020 presented as quite a challenging year for the Education System and our school. Due to the worldwide COVID 19 pandemic, our State saw two significant periods of remote learning where considerable adaptations became necessary for curriculum delivery and general school operations. Our main focus for goal achievement during these periods centred on the Speaking and Listening domain, based on one of our Key Improvement Strategies in our Strategic Plan ("Implement an agreed whole school approach to teaching and learning in Speaking and Listening"). A considerable amount of effort from both the staff and school community went into utilising the WebEx platform to present lessons, run meetings and whole school assemblies, and to stay connected as a community. In spite of these changes, we were able to remain focussed on the Key Improvement Strategies (KIS) for 2020, as highlighted in the Annual Implementation Plan (AIP), without the need to change or modify our yearly goals. The School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of "Empowering students and building school pride" and "Curriculum Planning and Assessment". This included:

- * Developing a professional learning community to build practice excellence
- * Embedding a whole school framework of tiered positive support

Highlights of this work included two very successful curriculum days (one on Professional Learning Communities (PLC) and one on Prevent, Teach, Reinforce (PTR)) that were done through WebEx. The feedback from staff suggested

robust professional learning content that was presented in a highly engaging way. Outcomes included the development of a Coburg SDS PLC booklet that outlines our processes and structures the inquiry cycle based on strong data within the curriculum realm. Other structural features to support PLC operations and development included timetabled weekly PLC group meetings, three weekly PLC Instructional leader meetings and one full planning day per term for Instructional leaders all via WebEx and in person once back onsite.

In regard to tiered positive supports, lesson plans based on the areas of the SWPBIS Teaching Matrix, have been developed and used by the classrooms, with a chosen focus each time to help build consistency of practice in the teaching of targeted behaviours. The PBIS team worked on specific actions within small groups to focus on strengthening Tier 1 supports across the school. The introduction of the Prevent Teach Reinforce model, through the curriculum day and subsequent PL sessions, deepened the staff's understanding of behaviour motivation and the work on mitigating the more challenging behaviours. Case studies on particular students have been completed using the PTR structure in order to refine and further embed this practice.

We reorganised our School Improvement Team (SIT) structure to ensure accountability and tracking of the two goal areas by organising two focus groups within the team. This structure will continue as a way of ensuring whole school development within the Framework for Improving Student Outcomes.

Achievement

In 2020, the school continued work on its strategic plan goal of improving each student's ability to communicate, measured by the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening. Of our cohort, approximately 71% showed growth either within or beyond bands, exceeding the 12 month target of 64% growth. This was balanced against a shortfall in meeting targets based around the four areas of focus in the Student Communication Profile scores.

The focus on Speaking and Listening goals during remote learning meant that we were able to at least maintain, if not progress outcomes for a majority of our students.

Professional Learning Communities (PLC) structures have been implemented including weekly timetabled PLC meetings in area teams. Data and academic outcomes are the focus of the framework, with inquiry based cycles developed around Speaking and Listening.

Professional learning, including two curriculum days were presented during remote learning via WebEx; based around excellence in practice, cycle of peer observation and student data.

A tangible outcome of these curriculum days was the Coburg SDS PLC booklet, which was developed through whole-school collaboration.

Regular meetings were provided in the Meeting Schedule for the Instructional Leaders to plan together, as well as having one planning day per term, to support a common language and understanding of PLC and to review and reflect on work undertaken within their teams. This also allowed an opportunity to learn from each other and to seek advice. This PLC leadership team developed the structure of how the PLC framework would operate at Coburg SDS as well as the professional learning necessary for the whole school.

The School Improvement Team (SIT) structures were modified to support the PLC processes and to measure success in both the program development and the ultimate student outcomes in Speaking and Listening.

Pecha Kucha presentations were completed by teams for each PLC cycle and offered a concrete representation of the inquiry cycle and findings.

In 2021, the school will employ a 0.4 EFT tutor teacher with funding through the Victorian Government's Tutor Learning Initiative. This program is designed to support students whose learning has been disrupted as a result of the coronavirus (COVID-19) pandemic. This initiative recognises the impact remote learning had on some students and attempts to address this for students who have been impacted.

While remote learning was disruptive to all students at CSDS, there are a number who experienced increased difficulties learning and as a result have not progressed as expected. The Tutoring program will attempt to address this and assist students to catch up with learning by providing targeted intervention in the area of Speaking and Listening to specific students.

Engagement

In 2020, the School focused on Key Improvement Strategies related to the FISO dimension of Health and Wellbeing. The work in this area is ongoing and based on embedding a whole school framework of tiered positive supports.

The PBIS (Positive Behaviour Intervention Supports) team met consistently across the year to develop lesson plans that have been used within the classrooms - there has been a generalised, chosen focus from the teaching matrix to help build consistency of practice. Small groups within this team worked on specific actions based around the strengthening of Tier 1 global supports, which all constituted in a significant reduction in behaviours of concern. Even with significant time in lockdown, which would account for some of this reduction, the trend continued once students were back to onsite learning. Other significant factors in supporting student self regulation and the moderation of more challenging behaviours were the instigation of 'sensory toolboxes' for a larger cohort of students and the continued use of zones of regulation in all classrooms and lessons.

The Prevent, Teach, Reinforce (PTR) cycle was presented to the whole staff by the PBIS team via WebEx on one of our curriculum days. Subsequent professional learning sessions were planned and presented whilst case studies on specific students gave some staff members first hand practice in developing the PTR structure. Going forward, we will endeavour to widen and embed the use of this framework, ultimately developing a PTR structure for Coburg SDS.

We continued to work with families to ensure students were at school and learning during onsite instruction, but also worked hard to develop processes to ensure engagement during the periods of remote learning. Our attendance during remote learning was similar to the attendance while onsite, with some students thriving in the online environment. A range of options were given including WebEx lessons and meetings, parent/teacher phone calls, and work being delivered to homes via the school buses. The school also organised onsite support for those students of essential workers unable to have their children at home as well as students at significant risk. Weekly email bulletins to families ensured the dissemination of COVID operational guidelines in relation to the school.

There was a significant increase in student absenteeism on return to school after the initial lockdown, however, most students returned to onsite learning after the longer second lockdown period.

Wellbeing

In 2020, the school continued to promote a positive learning environment for all students through the SWPBS framework, which is observable across the whole school and through our extended community interactions. Although many onsite wellbeing programs were curtailed across the year due to periods of remote learning, strategies were employed through the remote environment to provide supports for our students and families that worked to reduce anxiety within our wider community. These included weekly communicative briefing emails, teacher organised WebEx or phone meetings with parents and carers, and the generation, and deployment, of social stories to promote positive actions and feelings around the COVID19 pandemic. Our onsite program, throughout this period, promoted a flexible alternative to those parents/carers unable to organise at home supervision due to work commitments and for those students at considerable risk in their inability to safely engage in a remote program.

The value of the extensive use of the WebEx platform for staff and family connections cannot be underestimated. It allowed us to promote social wellbeing in our staff through continuous communication both in written messaging and videoconferencing. The ability to run regular meetings promoted a modicum of normality during a period of quite significant change in the way that our school operated. This was also highlighted in the ability for teachers and parents to connect for such things as Student Support Group meetings and parent/teacher interviews.

The school performed very well in the area of Parent satisfaction, according to the Parent Opinion Survey, with a school percent endorsement of 89.8%. This was higher than the State average of 83.5%. Considering we were forced to employ very strict guidelines in regard to parents accessing the school environment, this was an extremely pleasing

result. We still see a low number of parent responses to the Parent Opinion Survey, however, and would like to explore ways of increasing that in the future.

The staff satisfaction, according to the School Staff Survey in the area of School Climate, recorded a school percent endorsement of 78.3% which exceeded our 12 month target in this area. This compared extremely well with the State average of 68.8%. The inclusive and collaborative culture of the school seemed unshaken in light of the quite disruptive nature of the year as a whole. With the future promise of completely new facilities, purpose built to our students' requirements and needs, our sense of community and connectedness is well placed to deepen and extend beyond the school gates.

Financial performance and position

The financial performance of the school was strong over the year, with a final operating surplus of \$190,954. This extraordinary surplus was mainly due to a number of staffing variations throughout the year. It included the loss of a speech pathologist during the year, with the position remaining unfilled. There was also the employment of two graduate teachers to fill the vacancies of more experienced teachers at higher levels within their salary ranges, thus costing the school less within the staffing profile. We were able to draw across a significant credit to cash component of \$100,000 in the year, which we received in two instalments of \$50,000 and allowed for greater spending to support our educational programs.

Due to the periods of remote learning, we made significant savings in our cash budget, with a major saving, in particular, on the employment of Casual Relief Teachers. Other general programs were not fully expended due to this situation. In light of this, School Council will be considering ways to reduce parent payments across 2021 in order to give some recompense to our families.

We were successful in our application through the Local Schools Community Grant in receiving \$16,665 which was used to erect shade sail over both the sandpit and the external play equipment. These sails were installed during the September holidays. We also received funding of \$20,030 through the State Government Shades Grant (Cancer Council) for a cover over the decking between the library/music room building and that of Rooms 2 and 3. This will be installed in the first semester of 2021.

We used Annual Contract Blitz funding of \$24,944 to perform systems safety checks and to have general maintenance completed across the school, in particular air-conditioning and a full electrical audit of the school.

Equity funding of \$15,068 was utilised for professional development of staff in the focus areas of the AIP. Due to periods of remote learning and our inability to access a full range of Professional Development programs, we did not fully expend this budget.

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 55 students were enrolled at this school in 2020, 16 female and 39 male.

40 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.

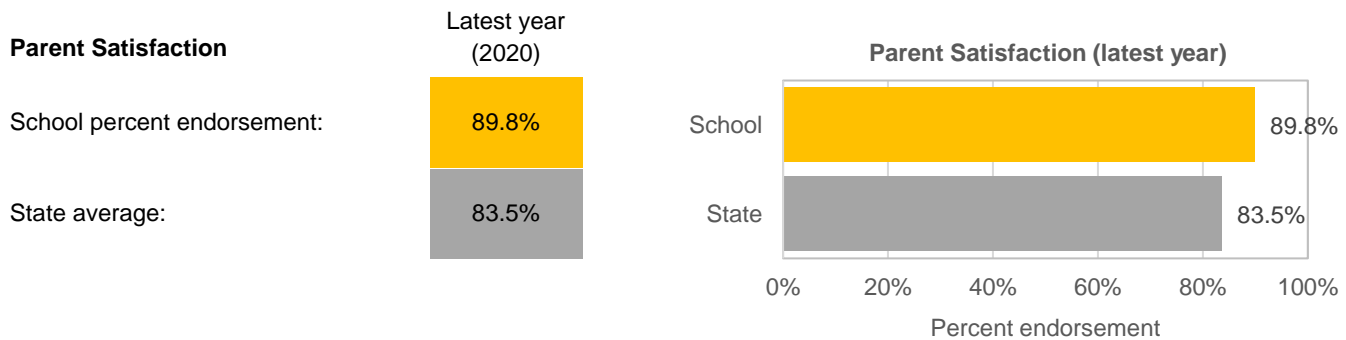
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

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.

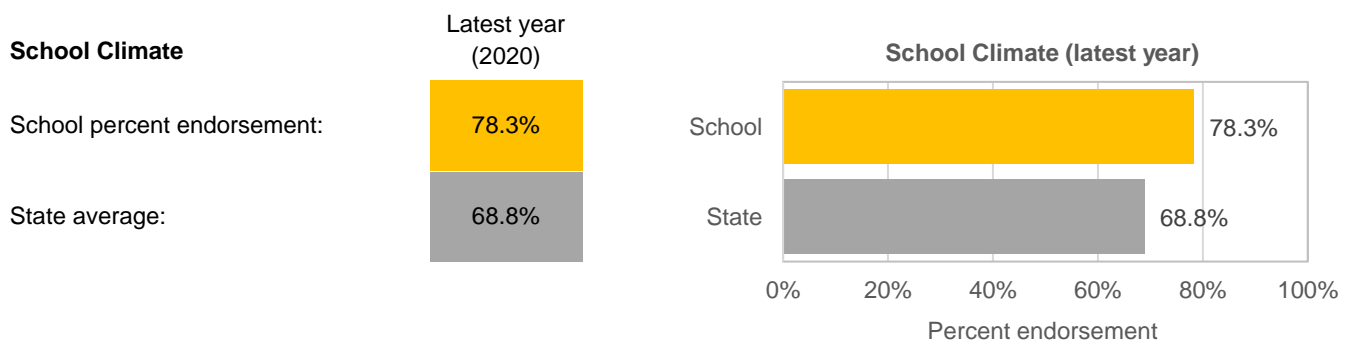


School Staff Survey

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.



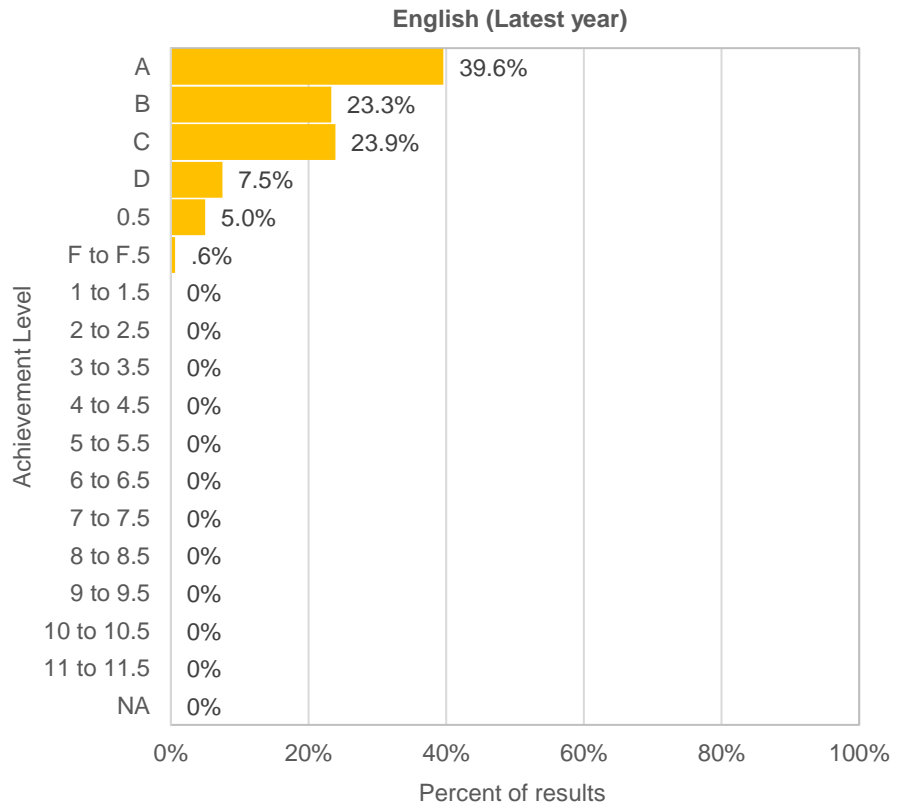
ACHIEVEMENT

Teacher Judgement of student achievement

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

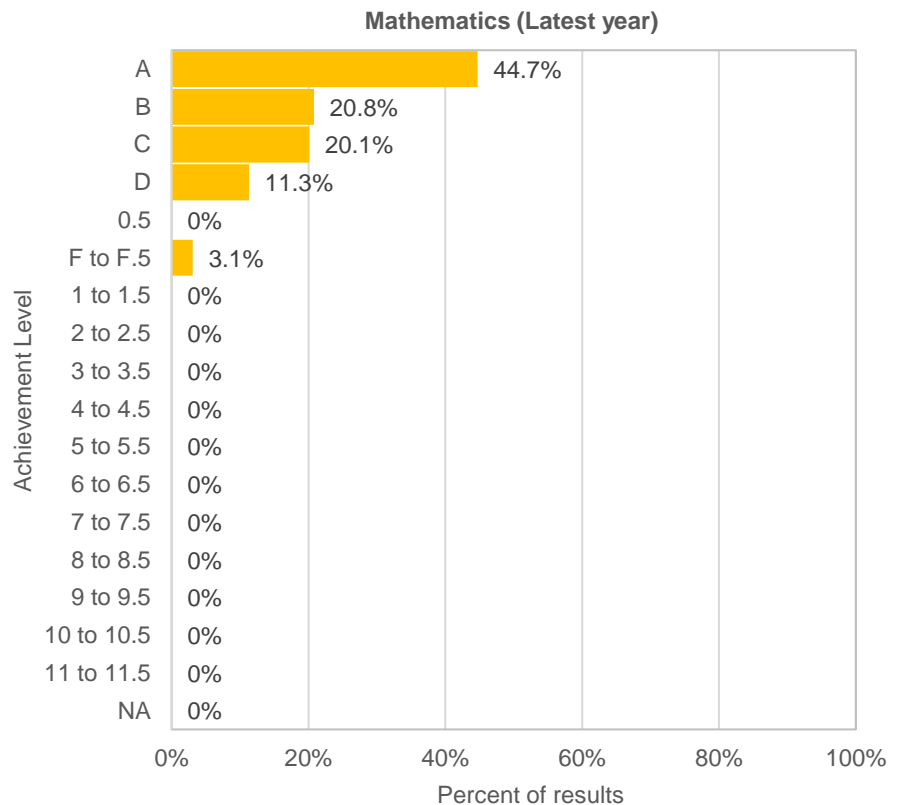
English

Achievement Level	Latest year (2020)
A	39.6%
B	23.3%
C	23.9%
D	7.5%
0.5	5.0%
F to F.5	0.6%
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
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



Mathematics

Achievement Level	Latest year (2020)
A	44.7%
B	20.8%
C	20.1%
D	11.3%
0.5	NDA
F to F.5	3.1%
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
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:	30.3	33.4	34.7	39.6	34.5

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%	100.0%	NDP	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,424,566
Government Provided DET Grants	\$284,694
Government Grants Commonwealth	\$23,124
Government Grants State	\$23,557
Revenue Other	\$2,090
Locally Raised Funds	\$19,626
Capital Grants	NDA
Total Operating Revenue	\$2,777,657

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,068
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$15,068

Expenditure	Actual
Student Resource Package ²	\$2,330,060
Adjustments	NDA
Books & Publications	\$37
Camps/Excursions/Activities	\$1,850
Communication Costs	\$4,567
Consumables	\$14,066
Miscellaneous Expense ³	\$4,259
Professional Development	\$7,280
Equipment/Maintenance/Hire	\$42,794
Property Services	\$47,778
Salaries & Allowances ⁴	\$36,480
Support Services	\$65,805
Trading & Fundraising	\$1,876
Motor Vehicle Expenses	\$6,003
Travel & Subsistence	NDA
Utilities	\$15,830
Total Operating Expenditure	\$2,578,684
Net Operating Surplus/-Deficit	\$198,972
Asset Acquisitions	\$44,269

- (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	\$176,227
Official Account	\$14,728
Other Accounts	NDA
Total Funds Available	\$190,954

Financial Commitments	Actual
Operating Reserve	\$36,927
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$98,101
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$39,926
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$190,954

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.