

# 2016 Annual Report to the School Community



School Name: Coburg Special Developmental School

School Number: 5261



Name of School Principal:	Justin Esler
Name of School Council President:	Vance Duke
Date of Endorsement:	28/04/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

## About Our School

### School Context

Coburg SDS is a dynamic Special Developmental School situated in the Northern Western region of Melbourne. It endeavours to provide a friendly and caring environment that enhances learning, personal growth and well-being for all students. The school caters for families from the northern and western suburbs, from a range of socio-economic and ethnic background. Students attending the school generally reside within our designated transport area.

At the end of 2016 Coburg Special Developmental Schools had 69 students aged between 5 – 18 with an intellectual disability enrolled. Many of our students have additional needs that impact on their learning including but not limited to; autism, communication and high sensory needs. We provide a caring and challenging environment that enhances learning, personal growth and well-being for all students.

In 2015 the school went through a Priority Review which identified Coburg SDS as a school that has a well-developed curriculum for students with a disability and an orderly learning environment. The review has been pivotal in shaping the schools new strategic direction which is leading the school to embrace a trans-disciplinary approach that will allow all students to engage as effectively as possible with the curriculum and support teachers and families to best support student learning. Our new strategic plan ensures that communication, functional skills and social and emotional learning are embedded through all aspects of our programs. Our therapy team works with teachers to provide the support to assist our students to engage in their learning.

Our school offers the opportunity for some of our primary aged students to attend our Coburg North Primary classrooms. These classes are designed to offer greater opportunities for our students to engage and socialise with their mainstream peers.

We are currently upgrading our facilities to provide an environment where all students are engaged and ready to learn. Learning goals for each student are established through negotiated education plans developed in collaboration between education and therapy staff, and families. Our workforce consists of Effective Fulltime Positions consisting of 1.0 Principal Class, 3.0 Leading Teacher, 8.0 Classroom Teachers, 11.0 Education Classroom Support Staff, 2.0 Therapy Support and 1.8 Administration Staff. Non-attendance is a complex issue in special developmental schools as there are multiple factors that contribute to non-attendance including but not limited to: complex medical issues, multiple disabilities, families with more than one member with a disability, behaviour challenges for parents and carers. Coburg SDS address each case individually and consult with families to develop an understanding as to the often complex cause of absences whilst when appropriate following DET's staged approach to responding to absences.

### Framework for Improving Student Outcomes (FISO)

Coburg SDS underwent a priority review in 2015 and as a result, it was identified that developing leadership capacity throughout the school was a priority in order to support the professional growth of staff, improve strategic direction and ensure high-level teaching and learning outcomes.

The improvement initiative focused upon was **Professional Leadership- Building Leadership Teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams using evidence**

The school participated in the Building Better Schools program and established a school improvement team with a focus on developing bottom up approaches to support school improvement. The school for the first time had every staff member contributing to action teams with a focus on school improvement.

### Achievement



The school developed and implemented a structured approach to providing professional development opportunities to staff that supports the educational outcomes for students with disabilities. The leadership team and therapy team engaged with DET researcher Andrew Jones around developing a professional development framework where individuals drive their own professional learning utilising the Timperly Teacher Inquiry and Knowledge Building Cycle to promote student outcomes. The evidence based professional learning cycle has been embedded in the planning and reporting processes we have developed in our Child Centred Learning approach where staff work in a team to drive their own professional learning.

### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework     AusVELS     Victorian Curriculum     A Combination of these

### Engagement

A therapy team has been formed and led by a therapy coordinator to ensure all classes are supported to be able to address communication and sensory needs of students. A Child Centred Learning program was developed and trials proved successful with the documented approach being rolled out school wide in 2017.

### Wellbeing

The school developed a new School Wide Positive Behaviour and Intervention Support team headed up by a leading teacher to promote positive engagement with students and to review and support current behavioral plans. A new team was established with support plans being reviewed, redesigned and a documented process for behaviour support being developed and implemented.

For more detailed information regarding our school please visit our website at  
[www.coburgsds.vic.edu.au](http://www.coburgsds.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 69 students were enrolled at this school in 2016, 16 female and 53 male. There were 35% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes																																								
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p style="text-align: center;"><b>Results: English</b></p> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>12%</td></tr> <tr><td>B</td><td>48%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>F</td><td>5%</td></tr> <tr><td>F.5</td><td>0%</td></tr> <tr><td>1.0</td><td>0%</td></tr> <tr><td>2.0</td><td>0%</td></tr> <tr><td>2.5</td><td>2%</td></tr> <tr><td>3.0</td><td>0%</td></tr> <tr><td>4.0</td><td>0%</td></tr> </tbody> </table> <hr/> <p style="text-align: center;"><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>18%</td></tr> <tr><td>B</td><td>55%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>F</td><td>3%</td></tr> <tr><td>1.5</td><td>2%</td></tr> <tr><td>2.0</td><td>1%</td></tr> </tbody> </table>	Level	Percentage	A	12%	B	48%	C	22%	D	5%	F	5%	F.5	0%	1.0	0%	2.0	0%	2.5	2%	3.0	0%	4.0	0%	Level	Percentage	A	18%	B	55%	C	15%	D	5%	F	3%	1.5	2%	2.0	1%
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## Performance Summary

Engagement	Student Outcomes												
<p><b>Average Number of Student Absence Days</b></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>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>24.0</td> <td>25.1</td> <td>27.6</td> <td>24.6</td> <td>25.3</td> </tr> </tbody> </table>	Year	2013	2014	2015	2016	4-year average	Average absence days	24.0	25.1	27.6	24.6	25.3
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# How to read the Performance Summary

## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

# Changes in student achievement

## Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

## 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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



## Financial Performance and Position

### Financial performance and position commentary

After reconciliation Coburg SDS had a deficit of \$14 357 **NOT** \$169 329 as stated in this report. A deficit occurred as there has been the commencement of a new strategic direction with different staffing priorities, during the staffing transition phase more staff were required to be employed to ensure educational needs for students were met.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,568,312
Government Provided DET Grants	\$373,250
Government Grants Commonwealth	\$3,600
Revenue Other	\$12,934
Locally Raised Funds	\$22,112
<b>Total Operating Revenue</b>	<b>\$2,980,207</b>

Expenditure	
Student Resource Package	\$2,593,180
Books & Publications	\$485
Communication Costs	\$9,121
Consumables	\$42,474
Miscellaneous Expense	\$201,387
Professional Development	\$29,703
Property and Equipment Services	\$231,723
Salaries & Allowances	\$6,826
Trading & Fundraising	\$4,986
Travel & Subsistence	\$18,059
Utilities	\$11,592

**Total Operating Expenditure**      **\$3,149,536**

**Net Operating Surplus/-Deficit**      **(\$169,329)**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$264,641
Official Account	\$5,579
Other Accounts	\$214,230
<b>Total Funds Available</b>	<b>\$484,450</b>

Financial Commitments	
Operating Reserve	\$80,642
Capital - Buildings/Grounds incl SMS<12 months	\$171,425
Maintenance - Buildings/Grounds incl SMS<12 months	\$57,006
Repayable to DET	\$25,378
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds incl SMS>12 months	\$50,000
<b>Total Financial Commitments</b>	<b>\$484,450</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*