

2022 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 of the previous calendar year 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 22 March 2023 at 03:54 PM by Warren Tofts (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2023 at 08:59 AM by Danny Smith (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 by the 'team around the learner', which can include education staff, therapy staff and families. The school employs speech and occupational therapists 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, which has been developed from evidence and based on data, demonstrating the most effective ways to prevent and respond to behaviours of concern at our school. Research has shown that SWPBS tiered supports are successful in reducing problem behaviour, improving school culture, and increasing academic performance. We have introduced, and are continuing to embed, Prevent, Teach, Reinforce (PTR) within our practice to support the prevention of challenging behaviours and increase the teaching of more positive and desired behaviours.

Professional Learning Communities (PLCs) have continued to be implemented and embedded, with a major focus on Mathematics. The PLCs have been very successful in improving both teacher competencies and student outcomes, with future directions to include other areas of the curriculum. Coburg Special Developmental School has continued its PLC link school functions, which has afforded us opportunities to positively support other schools in their development of PLC practices.

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. With 2023 being a review year, we will have the opportunity to review these values next year.

In 2022, the school's enrolment was 52 students, all with a primary diagnosis of developmental delay or intellectual disability. Many of our students have additional needs that affect their learning including but not limited to autism, communication and sensory needs, and can display behaviours of concern. The school was divided into three classes each of Early Years, Middle Years and Later Years. Our Early Years unit was 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 was 0.4659. The staffing profile was made up of 1 principal, 1 assistant principal, 13 teachers (10.8 EFT), 12 education support staff (11.8 EFT), 3 therapists (2.6 EFT; 1.0 OT and 1.6 Speech Pathologists) and 0.2 Social Worker (Mental Health Practitioner).

Progress towards strategic goals, student outcomes and student engagement

Learning

The priority area of Learning included the goal "To support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy."

We focused all of our Professional Learning Community (PLC) inquiry cycles around the learning area of mathematics to support this goal, whilst still working steadily on our communication and Speaking and Listening areas as per the current Strategic Plan goals. Because of this work, both the targets for Speaking and Listening (74%) and Numeracy and Algebra (85%) were exceeded, with 88.2% of students attaining growth within or between bands for both subject areas. However, the four focus areas of the Communication Profiles continue to be below the set targets.

The four PLC cycles have been completed across every learning content area of the mathematics curriculum. This has had the effect of improving teacher knowledge of the Mathematics and how best to deliver a program for our students. Linked to and supporting this, is the mathematics data being uploaded to the Data Wall for immediate visual identification of where each student sits on the learning continuum. Teachers were able to use this data to set appropriate goals and learning opportunities.

We broadened the parameters of the tutoring program from Speaking and Listening/Communication to a broad literacy based work. This saw quite a number of students picked up into the program to support further development across Reading and Writing skills as well.

Our newly developed Instructional Model was being used more widely in the teaching programs with a developmental plan in place to support increased use across the teacher timetables. This has had the effect of our teaching being more consistent with a focus on learning intentions and an acknowledgement of the success criteria by which student gains are measured. A peer observational process has been put into place for lessons to be viewed, following a pre observation discussion, that sets the parameters of the observation, including any questions or focus to be gleaned from the observations. A follow up discussion acts to feed back and qualify areas for further development. Teachers have gained a better understanding of the process and the ability to place a structure around their instruction. It has also given the opportunity to build fidelity and congruence across the teaching and learning at the school. An "Instructional Model @ CSDS" booklet outlines these processes and is used to induct any new staff into our practices and how we operate.

Our PLC link school practices continue to improve and increase as we offer support to a range of network schools who are either new to PLC or invigorating their own practices.

Wellbeing

The priority area of Wellbeing included the goal "To effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable."

In terms of our 12 month targets, there were inconsistencies in the Attitudes To School Survey data with 'School Connectedness' (79%) and 'Sense of Inclusion' (68%) both being below target levels of 82% and 87% respectively, whilst 'Managing Bullying' met the target of 80%.

From the Parent Opinion Survey, the positive response to 'Parent Community Engagement' (100%) exceeded the target, whilst the area of "Support Services" did not seem to be included in this year's survey.

A new Mental Health practitioner was appointed and began building resources around our mental health programs going forward. This meant a reset of our goals across the year and a more positive plan going into 2023. Part of the role was the development of a booklet for staff outlining the wellbeing and mental health supports at the school and which included adaptations of the 'BeYou' mental health tools. More importantly, it outlined the internal, referral pathway for the use of our mental health practitioner.

The Attitudes To School Survey was completed online for the first time this year on an individual basis, with the consistent teacher working with the students to complete it. This was to ensure a similar presentation of the information in the survey and thus, greater validity of the data.

After initial COVID restrictions, we began to slowly open up more opportunities for parents and community members to return onsite. The role of parent engagement coordinator still requires improvement to allow for purposeful community access, including information sessions and volunteering opportunities for parents across the school. Celebrations, on the other hand, were well attended by the parent community and allowed for great reconnection. Data from the parent opinion survey 2022 was highly positive, although we had very few respondents this year.

Engagement

Interestingly, 2022 began with considerable restrictive COVID protocols still in place, although most parents were more ready to have their children return to supportive school routines. Unfortunately, the beginning of the year saw an enormous increase in the number of COVID cases across the community (staff, parents and students). This meant that attendance data was often skewed toward higher percentages of absenteeism compared with attendance, as the school average number of absence days for 2022 demonstrates (41.2 compared with 27.7 from the previous year).

Staffing issues were also apparent with a large drop in the pool of teacher/staff replacements. We were able to offset this problem

through the use of a growing number of educational support staff deployed through our local payroll. The latter part of the year saw a return to a more normalised attendance profile.

The tiered supports through our SWPBS framework, including the use of the "Prevent, Teach, Reinforce" method, were well established and ensured strong engagement and a further decrease in the more challenging behaviours. These processes have guaranteed a warm and friendly environment for all who enter the school.

We formed a close partnership with Polyglot Theatre Company over the year which aided in a number of interactive and engaging programs for our students, including the Paper Planet incursion. Here the art room was transformed into a forest environment through the use of paper in which the students interacted with polyglot actors and paper animals, characters and settings.

Financial performance

The financial performance of the school was very strong over the year, with a final operating surplus of \$134,696. Part of this surplus was able to be drawn across from credit to cash, allowing us to shore up the significant cost of replacement staff throughout the year.

We again received funding of \$1700 through the Early Years Koori Literacy and Numeracy initiative, which allowed for an extra staff member one day per week across a term for extra support to one of our students.

We extended the license agreement with Northshore Tutoring School for an extra year with no change to their fee of \$4000 per year. With no lockdowns across the year, the tutoring school was able to resume on a regular timetable.

The Sporting School Grants of \$3000 cumulative across the year were once again able to be used for sporting groups, such as the football clinic, to come onsite and work with our students.

Equity funding of \$14,898 was slightly down from the previous year and was again utilised for professional development of staff in and supports for the focus areas of the AIP.

Combined donations over the year added up to a little over \$3000 and allowed for the purchase of our national flags in the foyer and more story kits in our library whilst a considerable amount of this money was earmarked for the purchase of a coffee machine for Cafe Coburg. This money will be carried over into the new year.

The Ritchie's Community Benefit scheme earned the school around \$320 which was used to purchase outdoor bean bags for the students to use during breaks.

We were also successful in garnering a combined \$10,000 grant through the Cassandra Gantner Foundation which will be used to purchase a trampoline for the yard. This included approximately \$5000 from an application through the Variety Club for large, foam shapes that will be purchased for the new school site.

For more detailed information regarding our school please visit our website at
www.coburgsds.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 2.0 (FISO 2.0).

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 52 students were enrolled at this school in 2022, 13 female and 39 male.

43 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).

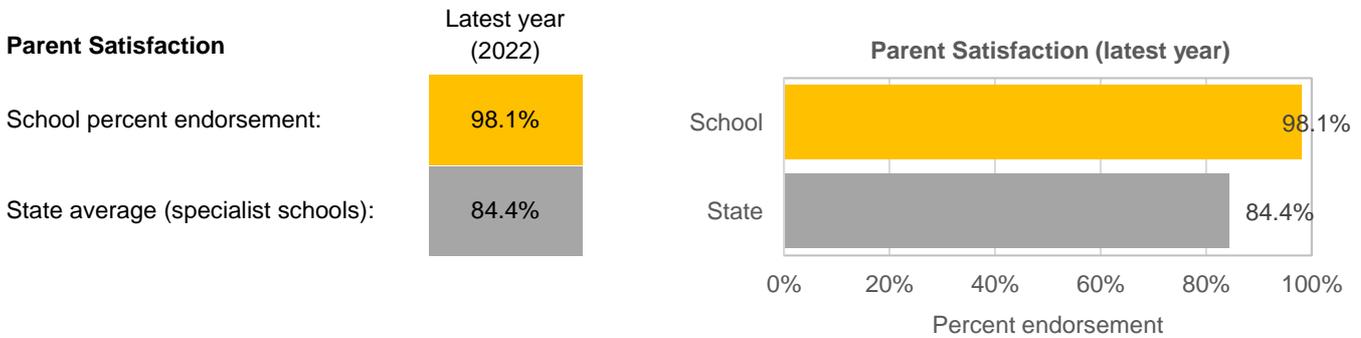
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

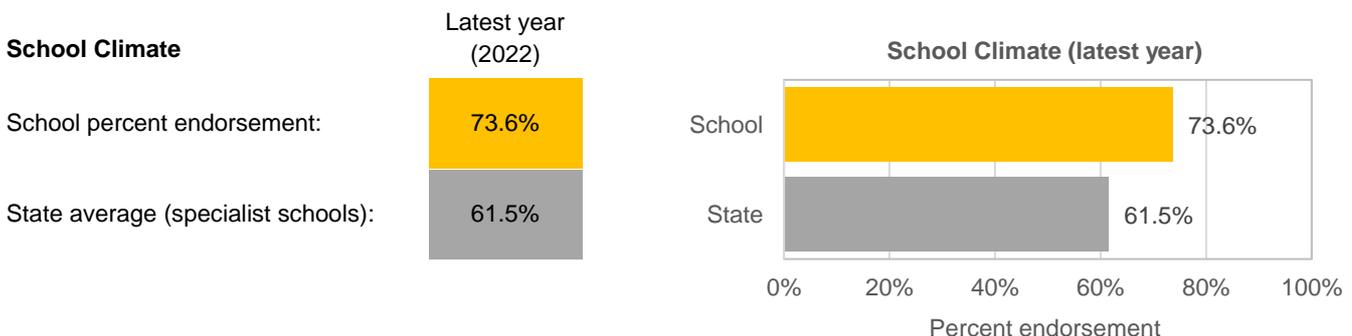


School Staff Survey

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.



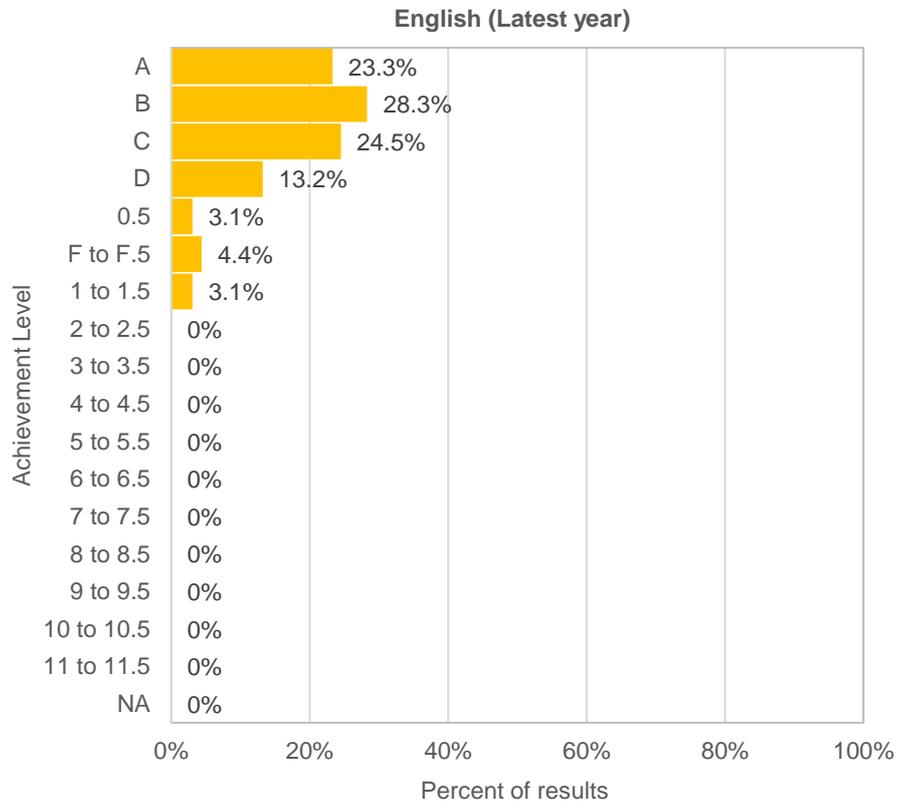
LEARNING

Teacher Judgement of student achievement

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

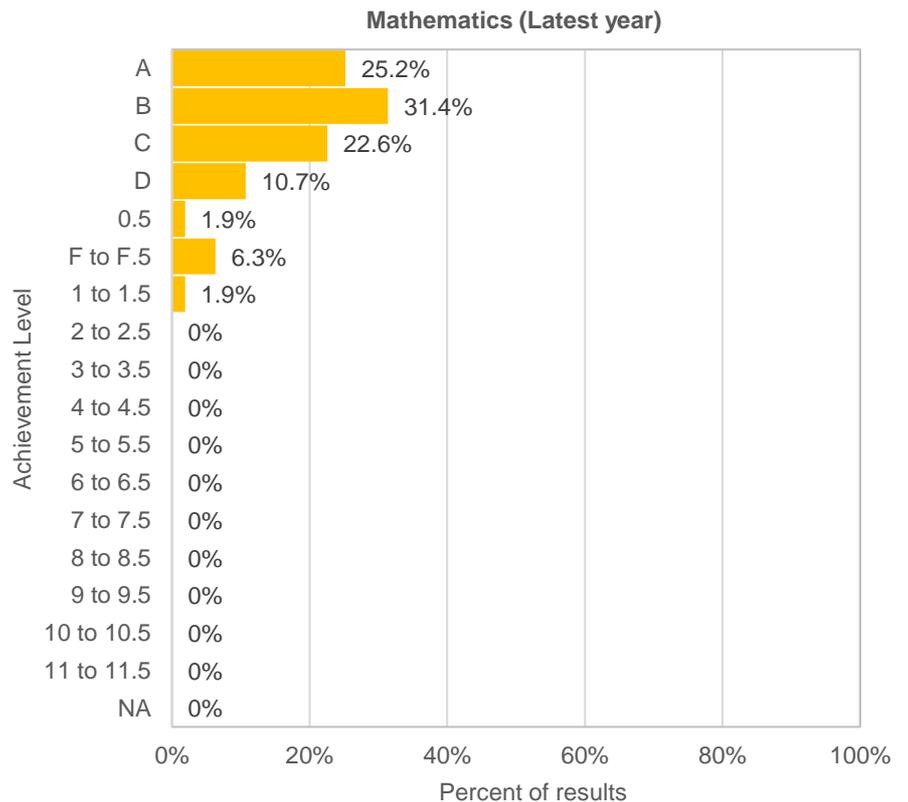
English

Achievement Level	Latest year (2022)
A	23.3%
B	28.3%
C	24.5%
D	13.2%
0.5	3.1%
F to F.5	4.4%
1 to 1.5	3.1%
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 (2022)
A	25.2%
B	31.4%
C	22.6%
D	10.7%
0.5	1.9%
F to F.5	6.3%
1 to 1.5	1.9%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	34.7	39.6	27.7	41.2	35.9

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	NDP	NDP	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,745,274
Government Provided DET Grants	\$270,541
Government Grants Commonwealth	\$7,431
Government Grants State	\$35,000
Revenue Other	\$14,918
Locally Raised Funds	\$20,330
Capital Grants	\$0
Total Operating Revenue	\$3,093,494

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,898
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,898

Expenditure	Actual
Student Resource Package ²	\$2,620,235
Adjustments	\$0
Books & Publications	\$400
Camps/Excursions/Activities	\$8,610
Communication Costs	\$2,122
Consumables	\$21,242
Miscellaneous Expense ³	\$8,332
Professional Development	\$12,182
Equipment/Maintenance/Hire	\$25,992
Property Services	\$65,335
Salaries & Allowances ⁴	\$116,368
Support Services	\$46,277
Trading & Fundraising	\$2,724
Motor Vehicle Expenses	\$10,171
Travel & Subsistence	\$0
Utilities	\$18,808
Total Operating Expenditure	\$2,958,798
Net Operating Surplus/-Deficit	\$134,696
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$151,701
Official Account	\$19,861
Other Accounts	\$0
Total Funds Available	\$171,562

Financial Commitments	Actual
Operating Reserve	\$49,376
Other Recurrent Expenditure	\$1,708
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$33,644
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$146,728

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.