

2022 Annual Report to the School Community

School Name: Wangaratta District Specialist School (5226)



- 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 27 April 2023 at 09:44 PM by Alysha Jackson (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 28 April 2023 at 10:03 AM by Ruth Crawford (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

Wangaratta District Specialist School is a multi-mode specialist school catering for students with mild to profound intellectual and associated disabilities from five to eighteen years of age. We strive to provide a purposeful, comprehensive learning environment meeting the social, emotional and educational requirements of every student.

Currently more than 70 Teaching, Educational Support and Allied Health staff are passionately committed to working with families, carers, specialists, relevant outside agencies and the local community to ensure students achieve their maximum potential and targeted educational outcomes. The 2022 school year ended with 157 students enrolled.

WDSS is located in the Rural City of Wangaratta and draws enrolment from four local government areas - Wangaratta, Benalla, Indigo and Alpine council areas. Six buses transport students from within Wangaratta and the many towns in surrounding districts. The school's philosophy is reflected in its motto, 'Together We Will'. This is based on the belief that children learn best in a co-operative environment that is happy, challenging, supportive and non-threatening. Strong and respectful relationships between all members of the school community are encouraged as is the active involvement and participation of students, staff, parents, caregivers, volunteers and the wider school community. This is reflected in the strong relationship the school has with all its stakeholders and the high regard with which the school is held in the wider community.

Currently the school is organised as a junior, middle and senior school, with 21 classrooms grouping students based on a variety of criteria, with a view towards helping students achieve short term goals as stepping stones towards a long term post school outcome. Class sizes vary from 5 students to 12 students and are staffed according to the student need in each classroom.

All students have an individual learning plan established in consultation with parents and relevant professionals. In the last three years of school the focus is on transition to adult programs and this includes work experience, participation in TAFE programs and increased responsibility around the school and community.

2022 saw a focus on student achievement in numeracy, student engagement and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022 the PLC focus was on Mathematics (Number) whilst continuing our work on Literacy. 52% of students made progress in their Numeracy level on the Victorian Curriculum, with 90% of students achieving their IEP goal in Numeracy.

In Literacy (Reading), 39% of students increased their curriculum level and 59% stayed on the same level. 91% of students achieved success on their IEP goal for Reading.

All students who are non-verbal have now received 1:1 communication iPads, through the support of funding and support from our Wellbeing team and Lily, our Speech Therapist.

Our overall data states that in Literacy, most of our student's range between F, Level 1 and 2 while in mathematics they range between F and Level 3.

During Term 4, the PLC teams began to look at developing an assessment tool that focused on students working in maths from Level A-D.

We had 7 students graduate with their VCAL certificate in 2022 which is a great achievement for all involved. This was our final year of implementing the VCAL model and we have developed such a strong program in our school, with much credit to senior teacher, Jodie Webb. However, it has always only been accessible for a small cohort of our students who were able to meet the academic requirements.

Work began in Semester 2 on planning the implementation of the Victorian Pathways Certificate by the senior school staff, led by Matthew Baxter (which will replace VCAL). This will include any student turning 16 and older in 2023 and incorporate projects around the topics of Agriculture and Horticulture, Hospitality and Information Technology. The senior team worked hard to create a program that will enable all our senior students, except those in high needs classes to succeed in meeting outcomes and working towards certificates in their chosen areas.

Wellbeing

2022 saw the launch of Smiling Minds across all areas of the school. A member of both the Allied Health and Wellbeing team completed online modules and training throughout Semester One to become Smiling Minds Champions. Staff were then upskilled by our Champions who then implemented a relaxation/mindfulness session after recess and lunch across the board. To support the addition of mindfulness within our daily practice students also had common goals across the school for Personal and Social Capabilities with a focus on resilience.

In 2022 strong referral pathways and our working relationships with external services who support our students with their wellbeing and engagements continued. Services like Headspace, NECAMHS, NESAY, UMFC, and VACCA. In response to our behaviour data the Allied Health and Wellbeing Teams joined forces to run social groups with target groups of middle school students.

Other programs and strategies that continued across the school in 2022 with a focus on student engagement and wellbeing include:

- Respectful relationships
- School Wide Positive Behaviour Strategies
- Jandra Koorie program which is led by our Wellbeing Team and supported by our Koorie Engagement Support Officer (KESO)
- Junior School Council

Engagement

Semester One, 2022 saw a large outbreak of Covid19 within our school causing large absences within our staff and student cohort. These absences saw a decrease on overall student engagement and learning within this time.

Our senior students made their Debut in Term 2, and it was an absolute success! A beautiful celebration for our final year students. Such an inclusive event and all round feel good night!

Term 3 saw the much anticipated school production of 'Where the Wild Things Are.' This production had been postponed many times due to COVID restrictions and it was finally time to see it all come together on stage at the Wangaratta Performing Arts Centre. Children from across the school participated in a variety of ways, onstage or backstage, singing, dancing or acting. It was a great opportunity to have parents come and watch their child perform and take part in the show, there were many proud moments. Our first whole school Athletics Day was held in Term 4 at the athletics track on Appin Street. Catherine Lack, our Physical Education teacher put a lot of work into the organisation of this event, which saw students of all abilities participating fully in each activity - from running events to shotput. Students had spent the weeks leading up to this event practising the skills required to participate in each activity, and we saw an increase in enthusiasm and participation in the PE program.

Financial performance

2022 End of year position on paper had a deficit of \$219,195 – fortunately we had budget surplus from the previous year (2021) we could access to cover the cash flow issue.

Total revenue was \$1,025,942 that included \$940,170 term cash grants.

Locally raised funds were made up of a combination off conveyance allowance (\$12751), essential student items (\$3473.00), bank interest of \$1420, and Advance funding of \$9800

Expenditure total for 2022 was \$1,247,702.

Replacement staff were again our biggest expenditure with Non-Teaching \$231,412, Teaching \$195,288 and on costs of \$42,542. A total of \$469,332 on staffing.

Class materials (consumables) were \$119,760. Contract cleaning cost a total of \$100,328 against a budget of \$70,000. Motor vehicles expenses were \$58,845 including the subsidised Rutherglen bus.

Utilities expenditure of \$34,380 against a budget of \$40,000.

Telephones \$9224, photocopying \$15,033 and bank charges \$543 were all slightly over budget.

\$53,894 (budget \$15,000) was spent on Furniture. \$60,712 was spent on staff Professional Development against a budget of \$50,000. \$17,112 was spent on student welfare against a budget of \$25,000.

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 157 students were enrolled at this school in 2022, 47 female and 110 male.

NDP percent of students had English as an additional language and 12 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).

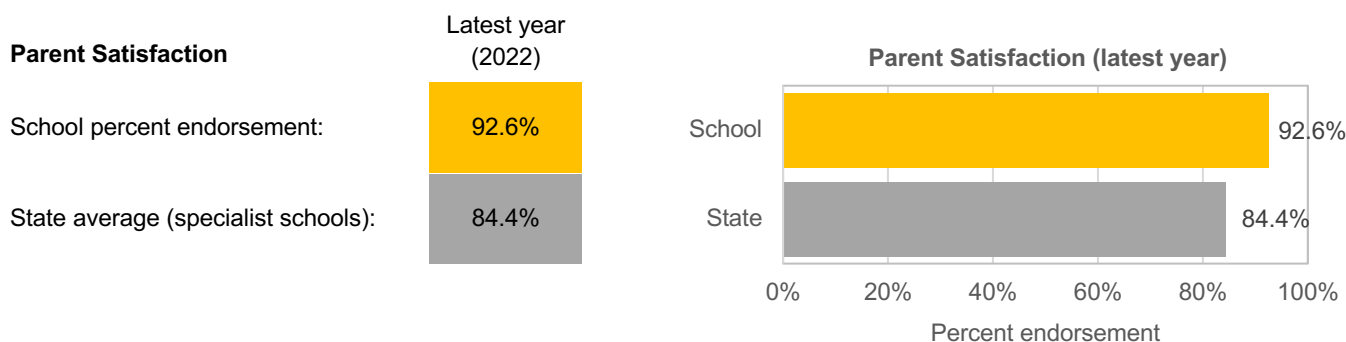
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

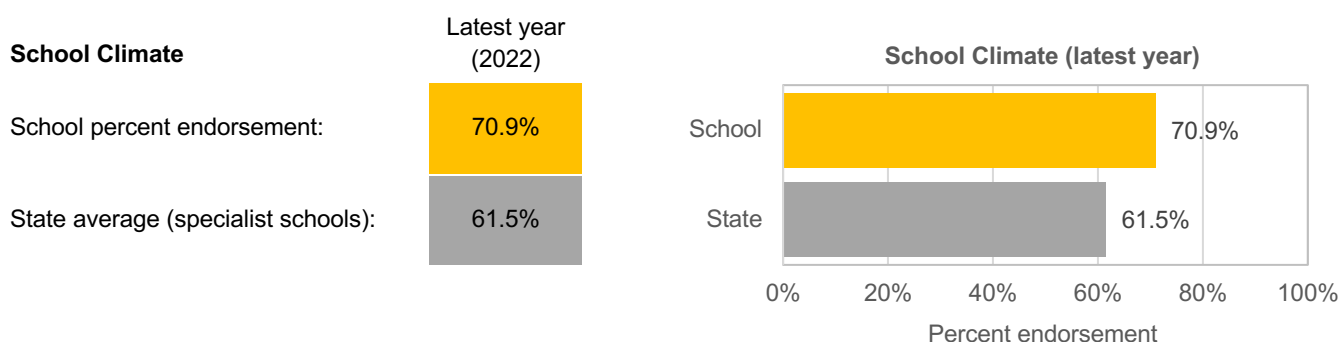


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



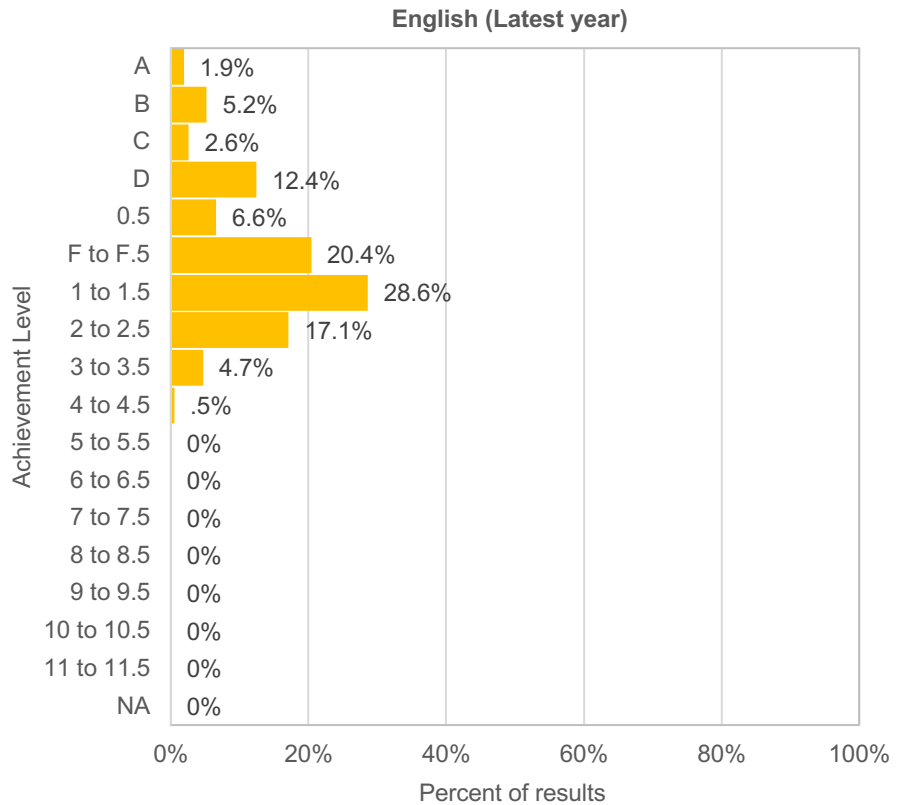
LEARNING

Teacher Judgement of student achievement

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

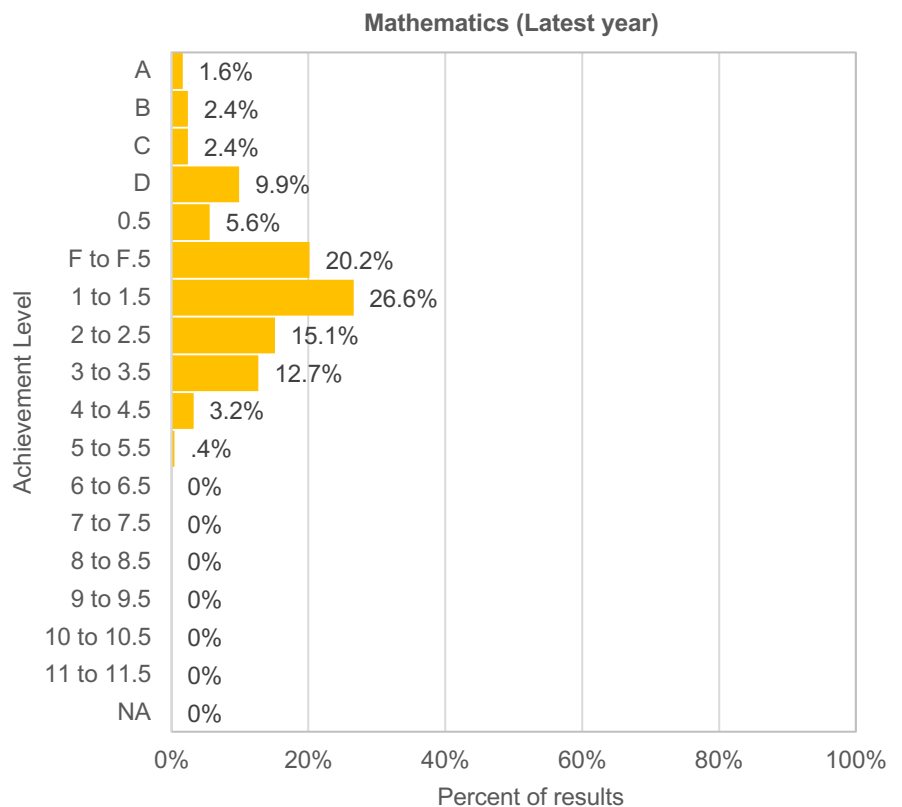
English

Achievement Level	Latest year (2022)
A	1.9%
B	5.2%
C	2.6%
D	12.4%
0.5	6.6%
F to F.5	20.4%
1 to 1.5	28.6%
2 to 2.5	17.1%
3 to 3.5	4.7%
4 to 4.5	0.5%
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	1.6%
B	2.4%
C	2.4%
D	9.9%
0.5	5.6%
F to F.5	20.2%
1 to 1.5	26.6%
2 to 2.5	15.1%
3 to 3.5	12.7%
4 to 4.5	3.2%
5 to 5.5	0.4%
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:	29.6	28.5	29.3	35.0	30.6

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	82.8%	87.5%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,551,562
Government Provided DET Grants	\$1,025,942
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	(\$30,580)
Locally Raised Funds	\$23,345
Capital Grants	\$0
Total Operating Revenue	\$7,580,069

Equity ¹	Actual
Equity (Social Disadvantage)	\$353,024
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$353,024

Expenditure	Actual
Student Resource Package ²	\$6,138,858
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$49,932
Communication Costs	\$14,885
Consumables	\$179,857
Miscellaneous Expense ³	\$40,644
Professional Development	\$21,167
Equipment/Maintenance/Hire	\$218,002
Property Services	\$169,944
Salaries & Allowances ⁴	\$469,332
Support Services	\$0
Trading & Fundraising	\$373
Motor Vehicle Expenses	\$49,185
Travel & Subsistence	\$0
Utilities	\$34,380
Total Operating Expenditure	\$7,386,559
Net Operating Surplus/-Deficit	\$193,510
Asset Acquisitions	\$26,594

- (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	\$30,525
Official Account	\$8,480
Other Accounts	\$0
Total Funds Available	\$39,004

Financial Commitments	Actual
Operating Reserve	\$39,004
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$39,004

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.