

2019 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 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 10 June 2020 at 09:57 AM by Christopher Harvison (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 14 July 2020 at 03:47 PM by Ruth Crawford (School Council President)

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 68 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. Enrolment has steadily increased over the past 4 years. The 2019 school year began with 152.8 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 19 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. The 2019 school year saw 16 classrooms located on the main campus with two satellite classrooms operating out of the adjacent Appin Park Primary School.

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.

Framework for Improving Student Outcomes (FISO)

Key Improvement Strategy 1 saw the school work towards embedding a whole school approach to literacy, which is the FISO dimension of Building Practice Excellence. The work for the year centred around the recently developed Instructional Model and ensuring the model was implemented across the entire school with consistency and fidelity. This work was relatively successful, as evidenced by classroom visits, planning documents and an increasing number of students achieving about Victorian Curriculum level 2 for Reading.

Key Improvement Strategy 2 saw the school focus on maintaining and further developing the school's School-wide Positive Behaviour program (PBS) to review and refresh the successful practices of the school. This work falls into the FISO category of Setting Expectations and Promoting Inclusion. This work was successful, as evidenced by a revamped matrix of expectations and reward system and planning documents that include a consistent school wide weekly focus.

Key Improvement Strategy 3 aimed to build the professional leadership structures within the school to ensure distributed and shared leadership, which is the FISO dimension of Building Leadership Teams. This meant the school worked to prioritise evidence-based, high-impact strategies and support staff to use them consistently. Though this work, it was intended that leaders were seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others. This work did not result in increases in the identified modules of the Staff Opinion Survey and continues to be a focus for the school.

Achievement

In 2019, 134 of 166 students deemed capable were assessed using ABLES. In English - Speaking and Listening, 49 were assessed as operating within the levels A-D and 85 assessed at Level Foundation or above. In English - Reading and Writing, 34 students were assessed as achieving within the A-D levels, with 100 students working at Foundation level or above. In Mathematics, 24 students were assessed as working within level A to D and 110 students were assessed above Foundation level – with 54 students operating at Level 3 or above by the end of the 2019 year.

Multi-platform approaches to digital literacy improvement were trialled across at least six classrooms with a 1:1 iPad program trialled across 6 middle years classes. A Learning Specialist was employed to support the implementation of these devices in order to remove barriers and give students improved access to learning opportunities.

Of our 15 students enrolled in the Victorian Certificate of Applied Learning (Foundation) 5 students were able to successfully achieve their certificate. Two of these students were able to secure a school-based apprenticeship, three undertook structured workplace learning and seven undertook some form of work experience.

Engagement

Increasing student numbers continued to provide difficulties in terms of positive student engagement. The Behaviour Support Team, led by a Leading Teacher, continues to work with both teachers and staff in their ability to implement successful strategies and meet the social, emotional and physical needs of our students. Students have individualised classroom and behaviour support programs. There is a common understanding and acceptance of fairness and meeting the unique needs of each individual student which has continued to grow across the school, with "It's his/her program" being a consistent response to student's individual behaviour plans.

Given the growing number of our students, some strategies implemented in 2019 include new structured activities during recess and lunch breaks. These included lego club, rap club and a football competition in an attempt to engage students who have previously been reluctant to do so.

Students with poor attendance or engagement issues are referred to the Wellbeing Team, who work with the students and their families to eliminate any barriers.

Wellbeing

The Wellbeing team increased its employment of Social Workers to 1.2EFT to keep up with the increasing need for support within the school community and continued to work with students and staff at WDSS by supporting them with their social, emotional and physical needs. The LT for Student Engagement meets regularly with both the Social Workers and Chaplain to discuss strategies, new developments and supports available for students and their families.

2019 saw the school transition away from SoSafe and implement the Health and Wellbeing curriculum provided for Specialist Schools by the Department.

School Wide Positive Behaviour Support was an area of focus for the school during the 2019 school year, with a PBS team established to undertake training and refresh long standing existing PBS practices within the school including the matrix of expectations, reward system and the inclusion of planning documents for use across the whole school that supports the weekly delivery of focused PBS lessons.

Financial performance and position

2019 End of year position was a deficit (Not actual) of \$3679

Total revenue was \$980,413 that included \$745,779 term cash grants

Locally raised funds were made up of a combination off CSEF (\$15,973) Essential student items(\$27,663) Bank interest of \$2046, advance funding of \$9725

Expenditure total was \$984,043

Replacement staff were again our biggest expenditure with Non Teaching \$217,623, Teaching \$170,665 and on costs of \$40,039

\$428,327 total staffing

Class materials (consumables) were \$84,799 Contract cleaning cost a total of \$61,194 against a budget of \$74,425 Motor vehicles expenses were \$76,827 including the subsidised Rutherglen bus

Utilities allocation was \$23,054 against expenditure of \$42,305

Telephones \$10,913, Photocopying \$11955 and bank charges \$488 were under budget \$39,262 was spent on Furniture and \$28,443 on staff Professional Development

For more detailed information regarding our school please visit our website at

www.wangarattass.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 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

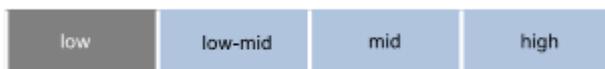
Enrolment Profile

A total of 153 students were enrolled at this school in 2019, 44 female and 109 male.

0 percent were EAL (English as an Additional Language) students and 12 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

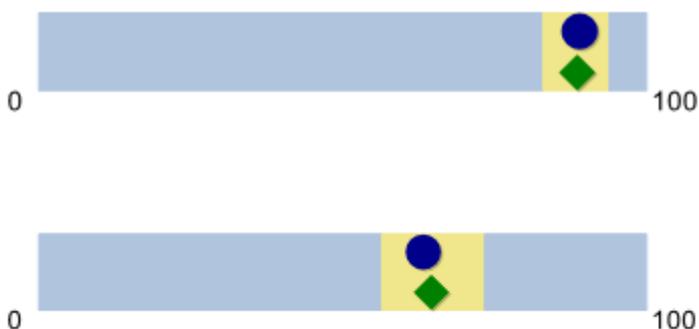
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement

Teacher Judgement of student achievement

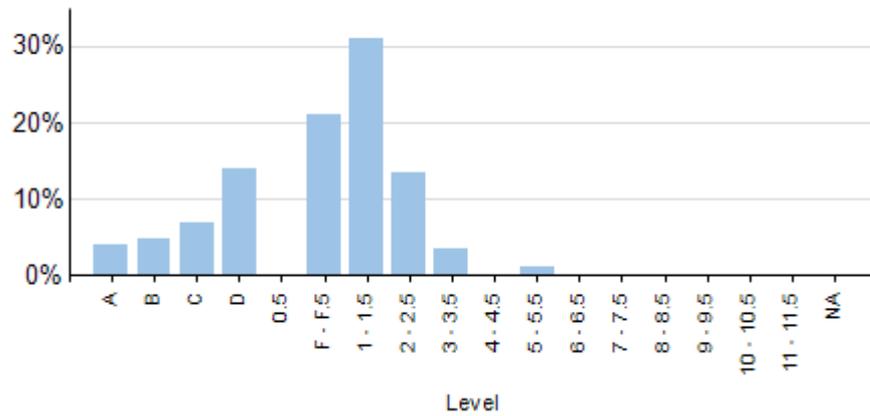
Percentage of students working at each Standard in:

- English
- Mathematics

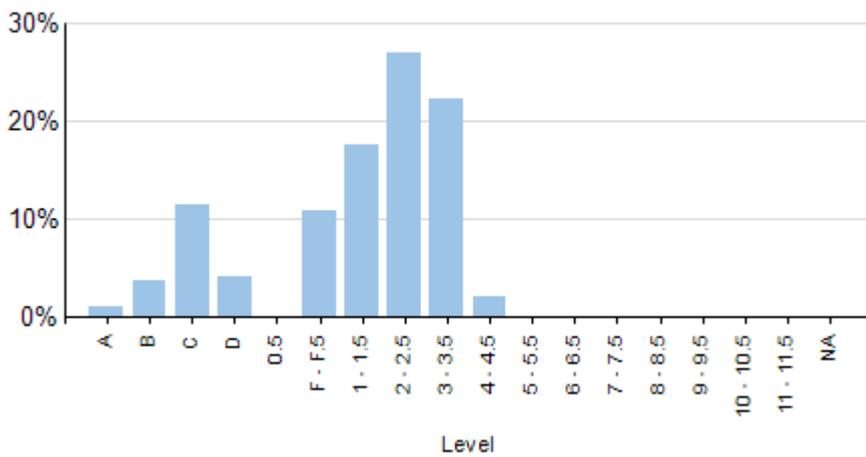
For further details refer to *How to read the Annual Report*.

Student Outcomes

Results: English



Results: Mathematics



Performance Summary

Engagement Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2016	2017	2018	2019	4-year average
Average absence days	27.1	35.3	33.2	29.4	31.3

Exit destinations

Percentage of students going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.

Year	2016	2017	2018	2019	4-year average
% of students to further studies or employment	ND	100.0	ND	100.0	100.0

Position

Financial Performance and

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

High Yield Investment Account \$38,244

Official Account \$7,903

Other Accounts \$0

Total Funds Available \$46,147

Student Resource Package

\$4,747,885

Government Provided DET Grants \$792,298

Government Grants Commonwealth \$5,909

Government Grants State \$9,725

Revenue Other \$78,250

Locally Raised Funds \$94,231

Total Operating Revenue

\$5,728,299

Equity¹

Equity (Social Disadvantage) \$308,131

Equity Total

\$308,131

Expenditure

Financial

Operating Reserve \$46,147

Total Financial Commitments \$46,147

Commitments

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.