

2020 Annual Report to The School Community



School Name: Cobram and District Specialist School (5147)



- 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 16 March 2021 at 04:28 PM by Leah Willis (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 18 March 2021 at 08:56 AM by Kim Marshall (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

Cobram and District Specialist School was established in 1978 in Cobram, located on the Murray River, 280 kilometres from Melbourne.

The school's vision is to provide positive learning experiences, which allow students to achieve their optimum level of academic, social, emotional and physical independence.

The school aims to ensure that its values of Respect, Safety and Try Your Best underpin all activity of the school.

The school has made a concerted effort towards developing a whole-school approach to Behaviour Management through the implementation of Positive Behaviour Support. School values are taught, explicitly, on a weekly basis, through the Positive Behaviour Support program.

Sixty-four students are enrolled on a full time basis To be eligible to attend the school, students are assessed by a psychologist and diagnosed with an Intellectual Disability.

Each child has an Individual Learning Plan, which is based on the goals set in the Student Support Group meetings.

The school's curriculum supports achievement at different stages of learning as defined by the Victorian Curriculum.

The curriculum is complimented by a range of additional learning experiences, including excursions, Literacy support (Jayne Farrall's Four Block Model, Speech Therapy), community and environmental projects. Students are organised into six classrooms, each catering for students of different age or need. Each year, the school makes use of resources and facilities from other local schools, service organisations and health experts to support its programs. Students from 15 years of age are registered in our VCAL program or an Independent Living Skills Program.

The complexity of the dual mode "Specialist School" model creates a challenge in meeting the broad range of curriculum needs of learners across each classroom for planning and differentiated teaching. Learning for students with intellectual disability is very incremental and can evidence regression.

Generational poverty, trauma, the nature of disability, mental health issues, substance abuse and child protection challenges impact a cohort of our students and these students and their families require intensive support from teachers, Education Support Staff and Wellbeing.

We have a close connection with other Specialist schools in our region. Interschool sports swimming, athletics, cross-country, soccer and basketball occur throughout the year.

The school's facilities include six classrooms, art room, sensory room and a multipurpose facility, which includes a separate kitchen. Students have access to ICT with students in the middle and senior years having one on one computer/Ipad access. The school's external facilities include playground equipment, an asphalt open play area and a sensory garden. The school is adjacent to Cobram Primary School. We use two of their classrooms for our VCAL class. Due to the small outside area we have use of Cobram Primary School's oval and play ground

The Principal holds the designated leadership position. There are six full time teachers, one part time teacher, thirteen Education Support Staff and a full time business manager. A Learning Specialist and Leading teacher are employed .2. Teachers and ES staff work together with health experts to plan and implement programs. A speech pathologist and occupational therapist visit the school, once a fortnight, and a physiotherapist, once a term. The School Council oversees the governance of the school and ensures the teachers have the resources and facilities to provide quality educational programs for the students. Our fundraising sub-committee raise funds to purchase resources and support excursions.

Framework for Improving Student Outcomes (FISO)

Instructional Leadership

To develop a sustain a shared approach to instructional leadership that achieves continual school improvement:

KIS: Build teacher capacity to implement the Literacy Strategy to address writing.

Leaders used a peer observation template, delivered Writer's Workshop model; invited teachers to observe their classes. Leaders timetabled and released staff for peer observations.

Teachers learnt the structure of the Writer's Workshop model; established/improved peer observation skills; used the Writer's Workshop model regularly to plan and deliver lessons, include WW and peer observations in Performance and

Development Plans

All teachers are implementing the WW in their classroom.
 It was difficult for teachers to visit classes at Cobram Primary due to remote learning.
 Time release by leadership and follow up to support delivery of the workshop model was successful.
 The peer observation template to match the delivery of the workshop model was remodeled.
 We revisited the peer observation template with teachers prior to the observation.
 Our School Review was conducted in term 4. A strategic Plan was written outlining the goals for the next four years.

Achievement

During Remote Learning, many students responded well to learning tasks offered via Seesaw, web Ex and take home packs.
 New SPEC models were introduced for the Independent Living Skills class
 95% Students achieved the English and Maths goals set in their ILPs.
 Assessments conducted included Fountas and Pinell, Concepts about print, English Online Interview, ABLES, Letter/sound ID, phoneme blending, Blanks, Magic 100w, PM 40 w, Working Towards Maths Online, Maths interview Online and Essential Assessments.
 We worked continuing to build teacher capacity to deliver the Writer's Workshop.
 The school's curriculum supported achievement at different stages of learning defined by the Victorian Curriculum. The curriculum is enquiry based and allows for an integrated approach.
 All students have regular student support meetings where individual learning plans are collaboratively designed, evaluated and reported on, based on the Victorian Curriculum.
 Students from 15 are registered in our VCAL program or independent living skills' program.
 94% of staff indicated they felt they had the necessary capabilities to deliver remote learning.
 Schools focus on academic achievement was 81% positive.

Engagement

A proportion of students experienced challenges in terms of their engagement during remote learning. Some families weren't able to engage with online learning.
 Programs offered, however limited due to Covid, to increase engagement and wellbeing: VCAL, camps, excursions, bike education, Blueearth, Leo's club, Duke of Edinburgh Award, cyber safety, work experience, social improvement program, community access, cooking, woodwork, sheet metal work, community garden, meals on wheels, community library, interschool swimming, athletics, basketball and soccer.
 Positive Behaviour Support played a large role in our school with students following the values of 'Try Your Best, Respect and Safety'. Weekly Positive Behaviour Support lessons focused on explicitly teaching the matrix. During remote learning staff had the opportunity to revisit and revamp the PBS lesson plans.
 We were successful in gaining a small schools grant which enabled us to extend our playground into Cobram Primary School.
 Two classes attended camps in term 1.
 Absences are followed up with a Compass message to parents who don't inform the school if student their child is away.
 We worked closely with local services e.g. employment agencies, local businesses (work experience) and the Play Project for options for students graduating from school.
 'School connectedness' in the Attitudes to School survey increased from 73% in 2019 to 87% in 2020.
 'Student Motivation and interest' in the Attitudes Survey increased form 89% in 2019 to 96% in 2020
 School Focus on Student Wellbeing in the Staff Opinion Survey was 75% positive.
 Staff level of comfort with delivering remote learning and flexible learning increased over time was 88% positive.

Wellbeing

During remote learning, all staff were willing and able to come to work. We averaged 8 students per day and staff were put on a roster to supervise students at school.

All students 12+ had a career action plan. Students deemed capable write their own CAPs with assistance. These plans are discussed with parents and expanded if needed.

Due to Covid only one student was involved in work placement.

Commitment to Child Safety: Cobram and District Specialist School is committed to the safety and wellbeing of all students at the school. We are entrusted with the education of the child, in partnership with parents, guardians and caregivers who are the primary educators of their children. Cobram and District Specialist School implement the Child Safe Standards to ensure the safety and wellbeing of all students at the school and promote an organisational culture that manages the risk of child abuse and neglect.

Parents receive a text message if their child is marked absent on Compass. Some students have medical needs which result in extended periods of absence.

The school's SFO index was 0.6821 and SFOE index 0.5741.

Equity funding was targeted to Welfare as there is an increasing need for support for students and families. This role has been vital in referring students to services within DFFH, Rumbalara or family care, gaining grants for resources, accessing respite for families and behavior management.

The staff opinion survey results indicate a Schools Focus on Student Wellbeing in the Staff Opinion Survey was 75% positive.

Financial performance and position

Our school had a surplus of \$205, 087. \$166,000 was carried over from 2019.

Due to Covid we had less engagement with SCOPE speech pathologist and Play Project Occupational therapist.

The school didn't have to subsidise as many excursions or camps due to Covid.

Funding/grants received:

\$8500 from minor works funding to move a fence therefore extending our playground area.

\$55,015.36 equity funding which helped fund our welfare worker, speech pathologist and occupational therapist.

1.79 million from the State Government for a sensory garden and playground extension.

\$300 Lions Club

\$1170 from various clubs for football jumpers

\$3700 Disadvantaged Youth

\$9700 Advance

\$2000 Herbert Allen

For more detailed information regarding our school please visit our website at www.csds.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.

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 60 students were enrolled at this school in 2020, 14 female and 46 male.

NDP percent of students had English as an additional language and 7 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.

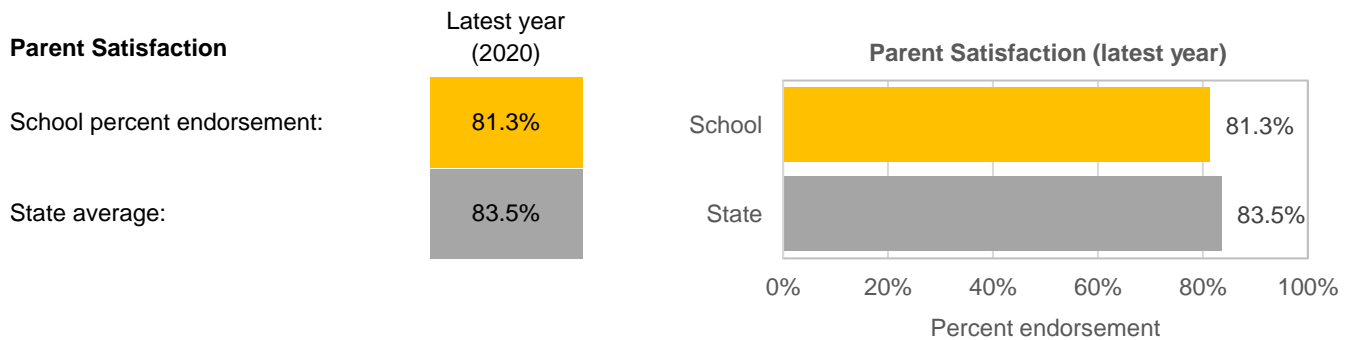
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

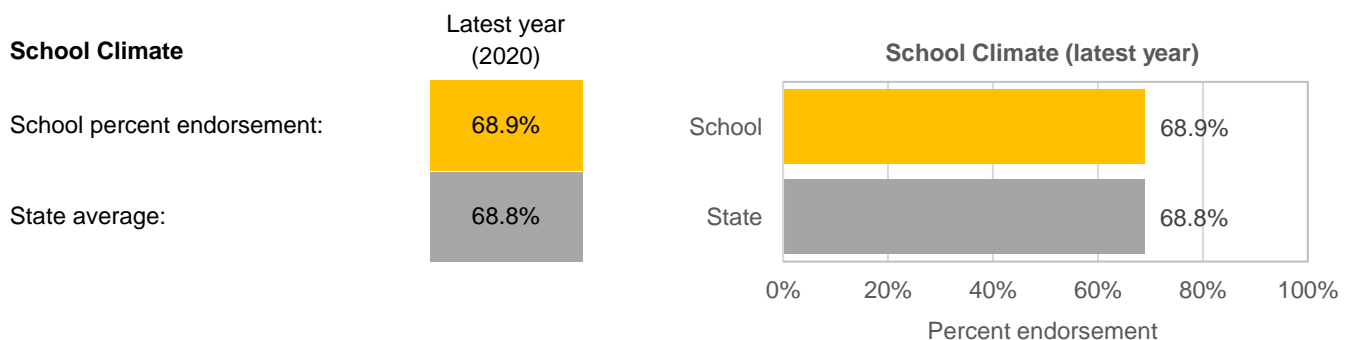


School Staff Survey

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.



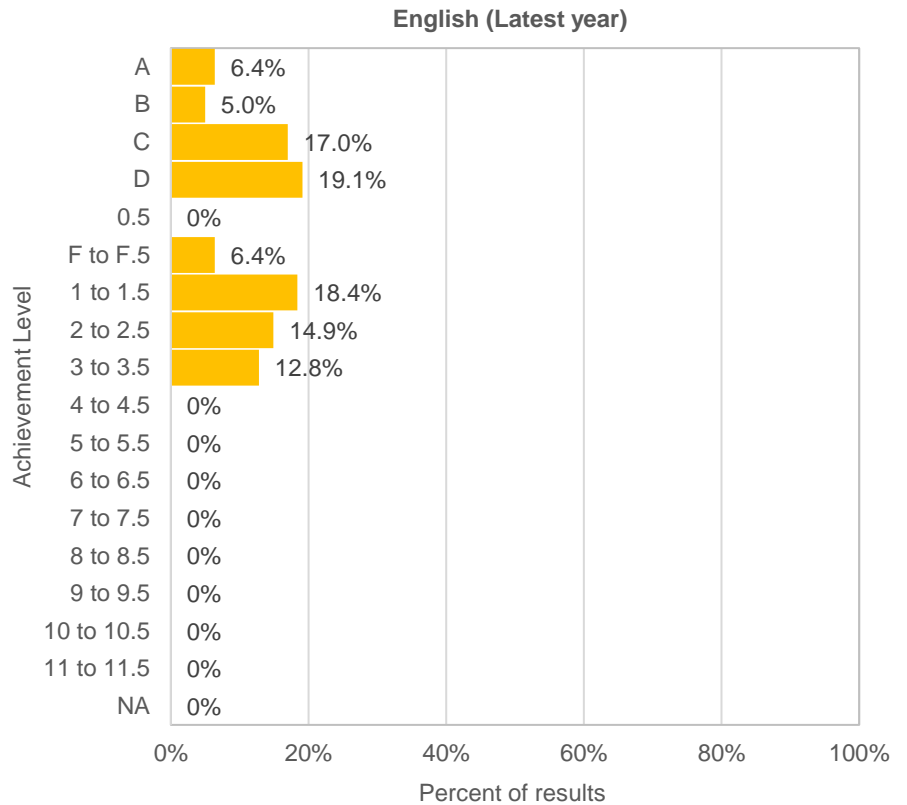
ACHIEVEMENT

Teacher Judgement of student achievement

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

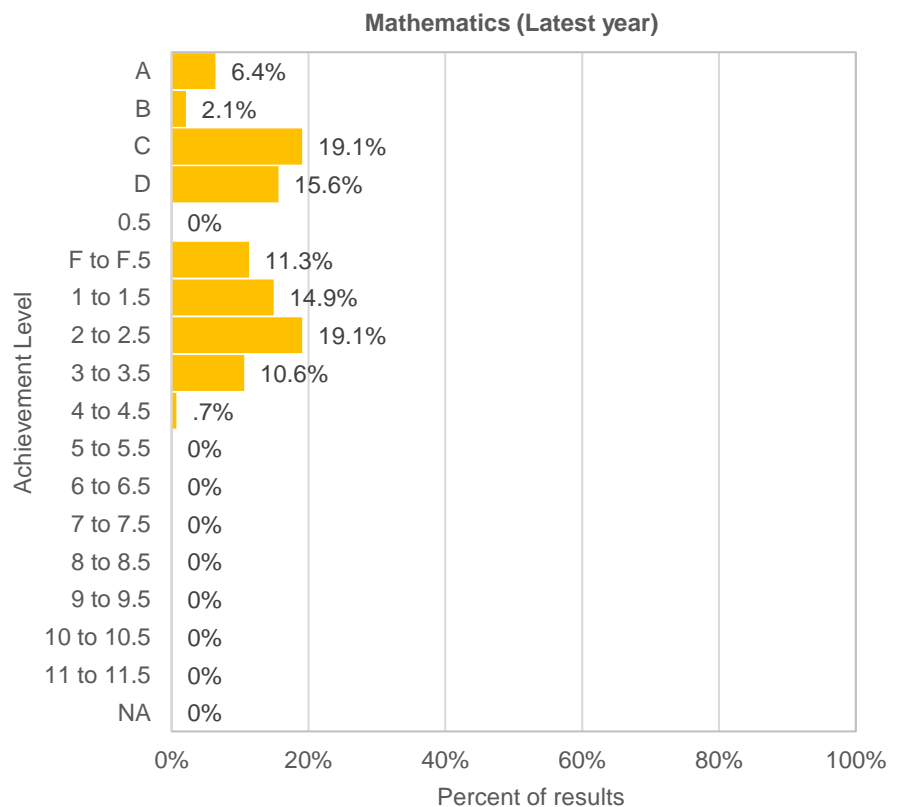
English

Achievement Level	Latest year (2020)
A	6.4%
B	5.0%
C	17.0%
D	19.1%
0.5	NDA
F to F.5	6.4%
1 to 1.5	18.4%
2 to 2.5	14.9%
3 to 3.5	12.8%
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	6.4%
B	2.1%
C	19.1%
D	15.6%
0.5	NDA
F to F.5	11.3%
1 to 1.5	14.9%
2 to 2.5	19.1%
3 to 3.5	10.6%
4 to 4.5	0.7%
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:	17.8	22.7	28.7	32.0	25.8

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%	NDP	50.0%	72.7%	76.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,898,883
Government Provided DET Grants	\$456,718
Government Grants Commonwealth	\$6,400
Government Grants State	\$9,725
Revenue Other	\$17,144
Locally Raised Funds	\$28,140
Capital Grants	NDA
Total Operating Revenue	\$2,417,010

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,015
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$55,015

Expenditure	Actual
Student Resource Package ²	\$1,695,505
Adjustments	NDA
Books & Publications	\$175
Camps/Excursions/Activities	\$6,766
Communication Costs	\$10,665
Consumables	\$27,494
Miscellaneous Expense ³	\$8,701
Professional Development	\$13,254
Equipment/Maintenance/Hire	\$66,485
Property Services	\$71,752
Salaries & Allowances ⁴	\$166,213
Support Services	\$56,678
Trading & Fundraising	\$9,840
Motor Vehicle Expenses	\$26,600
Travel & Subsistence	\$1,676
Utilities	\$12,368
Total Operating Expenditure	\$2,174,171
Net Operating Surplus/-Deficit	\$242,839
Asset Acquisitions	NDA

- (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	\$100,227
Official Account	\$10,403
Other Accounts	NDA
Total Funds Available	\$110,629

Financial Commitments	Actual
Operating Reserve	\$75,862
Other Recurrent Expenditure	\$8,700
Provision Accounts	NDA
Funds Received in Advance	\$7,527
School Based Programs	\$3,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,423
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$14,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$112,013

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.