

2019 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 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 12 March 2020 at 10:03 AM by Leah Willis (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 27 October 2020 at 11:16 AM by Kim Marshall (School Council President)

About Our School

School context

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

Our school is a dual mode specialist school which provides educational programs for students with an intellectual disability. Students range in age from five to eighteen. Our catchment covers an area from Yarrawonga to Katunga, and into NSW as far as Jerilderie.

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. Through the Positive Behaviour Support program, school values are taught, explicitly, on a weekly basis.

Sixty students are enrolled on a full time basis and three part time. 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. Parents and teachers set the goals during the Student Support Group meetings.

The school's curriculum supports achievement at different stages of learning as defined by the Victorian Curriculum A-D and F-10. These are complimented by speech therapy, occupational therapy, camps, excursions, community 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 take part in inclusion programs with St Joseph's Catholic Primary School. We have a close connection with Verney Rd. School, Belvoir and Wangaratta Specialist schools. Inter-school sports such as swimming, athletics, cross-country, soccer and basketball occur throughout the year.

The school's facilities include six classrooms, art room, music 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 access. The school's external facilities include playground equipment, a basketball court and a sensory garden. The school is adjacent to Cobram Primary School. Due to the small outside area, we have use of Cobram Primary School's oval and play ground. Due to outgrowing our land, the VCAL classroom and music room are located in a wing at Cobram Primary School.

The school's leadership comprises of the Principal, a Leading Teacher and Learning Specialist. There are five full time teachers and three part time teachers, fifteen Education Support Staff and a business manager. Teachers and Education Support 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. A School Council sub committee (fundraising) is made up of a parent group. They raise funds for the school and assist with functions, throughout the year.

The school runs a successful VCAL program. The senior unit is divided into VCAL and Independent Living Skills.

Framework for Improving Student Outcomes (FISO)

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

KIS 1.a Instructional and shared leadership: Build teacher capacity to implement the Literacy Strategy to address writing.

The school has employed a Learning Specialist whose role is to coach staff in the areas of Literacy (Four Block Model)

introduce the Literacy Strategy and mentor a Graduate teacher. There is a body of work to be done revisiting HITS and introducing Practice Principles which then lead on to the development of staff Performance and Development goals.

We have a new SIT and Leadership team comprising of the Principal, Leading Teacher and Learning Specialist. They who will ensure the school meets AIP and strategic Plan goals.

12 MONTH TARGET: To improve the endorsement percentage of Collective Focus on Student Learning in Staff Opinion Survey results.

To Improve the endorsement percentage of Learning Confidence in Attitudes to school Survey results.

PROGRESS: Robyn, our Learning Specialist, ran PLCs on the Writer's Workshop model and summative and formative assessments and HITS.

Robyn completed her walks on a Monday and Lisa on a Tuesday as these were their days out of the classroom. The Principal didn't have set days for her walks. There were days that they are unable to undertake walks due to other commitments. We have all given feedback at SIT meetings.

We discussed that some teachers weren't implementing the model so this was something to work on. It may have been due to the fact that there had been assessments taking place therefore a busy time for teachers. As a result we timetabled staff to observe Lisa and Robyn. Robyn modelled 'Conferencing' in Lisa's room and Leah was involved in the lesson to observe the model in action. Teachers expressed interest in class observations at Cobram Primary school. This occurred in term 3.

Staff had been reminded that the Writer's workshop is a goal in their performance plans and evidence of implementation was to be produced. By the end of 2019 all classes were implementing the workshop model to some degree with some teachers being slower to take it up than others.

Positive endorsement of Collective Focus on Student Learning in Staff Opinion Survey has increased from 77% in 2018 to 84% in 2019.

Positive endorsement of Learning Confidence in Attitudes to School Survey has increased from 65% in 2018 to 70% in 2019.

GOAL: Develop and implement exemplary curriculum and planning and processing to support improved outcomes for students

KIS 2.a Evidence-based high-impact teaching strategies. To develop a deep understanding of the Respectful Relationships Curriculum

The Respectful Relationship's team attended training in 2018. The Leading Teacher's role will be to introduce the curriculum to the staff at the beginning of 2019 for it to be implemented into the weekly program.

12 MONTH TARGET: To improve the endorsement percentage of Collective Focus on Student Learning in Staff Opinion Survey.

To improve the endorsement percentage of Resilience in the Attitudes to School Survey.

To improve the endorsement percentage of Respect for Diversity in the Parent Opinion Survey

PROGRESS: Our Leading Teacher attended a workshop to develop goals at the A-D level of Victorian curriculum. This wasn't as successful as hoped as there was no direction on the day. We decided that this has been an ongoing issue so Lisa was not going to attend another workshop in Melbourne. Term three staff had been directed by Lisa to work on the Respectful Relationships curriculum F - 10 applicable for their year level using the F-10 resurces. Respectful Relationships replaced Sex Ed this term. We had very little contact with our lead school.

Staff worked in consultation to develop a staff dress code. Staff are adhering to the dress code and look more professional.

The Whole school endorsement percentage of Collective Focus on Student Learning in the Staff Opinion Survey has increased from 77% in 2018 to 84% in 2019.

The endorsement percentage of Resilience in the Attitudes to School Survey decreased by 4%, however the negative score moved from 6% in 2018 to 0% in 2019.

The endorsement percentage of 'Diversity' in Parent Opinion survey was 100% in 2019.

Achievement

To develop and sustain a shared approach to instructional leadership that achieves continual school improvement. KIS1.a Build teacher capacity to implement the Literacy Strategy to address writing.

In 2019 we focused on introducing the Writers Workshop. The Learning Specialist ran PLTs on the workshop model and mentored staff by modelling and conducting peer observations. Teacher Performance and Development Plans included a Writers Workshop goal.

New SPEC models were introduced and assessment was conducted under moderation.

92% Students achieved the English and Maths goals set in their ILPs.

Assessments conducted included Fountas and Pinell, Concepts about print, English Online Interview, ABLES (first semester), Letter/sound ID, phoneme blending, Blanks, Magic 100w, PM 40 w, Working Towards Maths Online and Maths interview Online.

ABLES had been conducted under moderation however we have found the results too inconsistent over the years so decided not to continue using it.

The school's curriculum supports 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 group meetings where individual learning plans are collaboratively designed, evaluated and reported on, based on the Victorian Curriculum.

Students from 16 years are registered in our VCAL program or SPEC/Independent Living Skills program.

Positive endorsement of Stimulated Learning in Attitudes to School Survey increased from 71% in 2018 to 78% in 2019

Positive endorsement of Learning Confidence in Attitudes to School Survey has increased from 65% in 2018 to 70% in 2019.

Positive endorsement of Collective Focus on Student Learning in Staff Opinion Survey has increased from 77% in 2018 to 84% in 2019.

Engagement

Programs offered to increase engagement and wellbeing: VCAL, VET, camps, excursions, swimming, bike education, Blueearth, Leo's club, Duke of Edinburgh Award, cyber safety, work experience, social improvement program, Moira Youth Council, YMCA sports program, community access, cooking, woodwork, sheet metal work, community garden, meals on wheels, community library, interschool swimming; athletics, basketball, soccer and football and RDA.

Seven students graduated from VCAL. Three of the students are continuing on with further study at TAFE.

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. The Positive Behaviour Support team met once a fortnight.

We continue to be successful in gaining grants from different community groups. A community grant allowed us to modernise the sensory garden.

Four classes attended different camps varying from one to four nights.

Four students represented our school on the Moira Youth Council.

We engaged with the local community by participating in the ANZAC day march and services leading up to this event.

Our Leo's club was active, volunteering in the local community.

Absences are followed up with a Compass message to parents who don't inform the school if student their child is away.

We work closely with local services e.g. employment agencies, TAFE and local businesses (work experience) for options for those students graduating from school.

'School connectedness' in the Attitudes to School survey increased from 71% in 2018 to 73% in 2019.

'Student Motivation and interest' in the Attitudes Survey increased from 76% in 2018 to 89% in 2019.

Wellbeing

Our welfare worker's days were increased from two days to three this year. She works with students, families and services.

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

Students 16+ are involved in work experience. We accessed Vinnies, Anthony's place, Florist, subway, Mitre 10, child care and Woolworths for work placements.

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. No department transport for secondary aged students from NSW is a concern and contributes to high absences.

Average absence days in 2018 was 22.7 with an increase to 22.7 in 2019.

The school's SFO was 0.641 and SFOE 0.5639.

Equity funding was targeted to .6 Welfare as there is an increasing need for support for students and families. This role has been vital in referring students to services within DHS or family care, gaining grants for resources, accessing respite for families and behavior management.

Financial performance and position

Cobram and District Specialist School provided resources to assist with improving learning, strengthening student engagement and in building wellbeing across the school.

Surplus December 31st 2019 \$162,322.

\$39,450 Equity funding was targeted to .6 Welfare, Occupational Therapy and Speech therapy.

\$1400 of funds raised by the fundraising committee used for school resources

\$2000 321 ride for Down Syndrome funding was used to purchase new bikes and servicing.

\$2500 funding from Barooga Sports Club was used to fund our Blueearth program.

\$1500 Yarrowonga Lions was used to fund camps.

\$1000 was given from a private resident towards library books and materials.

\$20,000 Cassandra Gatner Foundation for update of sensory playground.

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

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 59 students were enrolled at this school in 2019, 14 female and 45 male.

np 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: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	93.3	88.6	83.0	93.9

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.2	64.9	56.9	73.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English	Mathematics
	Percent	Percent
A	2.6	4.1
B	4.0	6.1
C	15.9	18.4
D	21.9	15.6
0.5	0.7	4.1
F	5.3	1.4
F.5	4.0	8.2
1	8.6	6.8
1.5	7.9	5.4
2	11.9	7.5
2.5	9.9	8.8
3	2.0	3.4
3.5	3.3	1.4
4	0.7	6.8
4.5		0.7
5	0.7	0.7
5.5		
6		0.7
6.5		
7		
7.5		
8		
8.5		
9		
9.5		
10		
10.5		
11	0.7	
11.5		
NA		

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	2016	2017	2018	2019	4 year average
Average number of absence days	22.7	17.9	22.7	28.5	23.0

Students exiting to further studies or full-time employment

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

Student Exits	2016	2017	2018	2019	4 year average
Percent exiting to further studies or full-time employment	100.0	100.0	np	50.0	87.5

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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,716,086
Government Provided DET Grants	\$447,345
Government Grants Commonwealth	\$5,400
Government Grants State	\$22,989
Revenue Other	\$43,312
Locally Raised Funds	\$41,017
Capital Grants	\$0
Total Operating Revenue	\$2,276,149

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,450
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,450

Expenditure	Actual
Student Resource Package ²	\$1,555,669
Adjustments	\$0
Books & Publications	\$129
Communication Costs	\$12,128
Consumables	\$37,752
Miscellaneous Expense ³	\$99,095
Professional Development	\$37,997
Property and Equipment Services	\$106,976
Salaries & Allowances ⁴	\$165,546
Trading & Fundraising	\$15,735
Travel & Subsistence	\$36,700
Utilities	\$11,851
Total Operating Expenditure	\$2,079,578
Net Operating Surplus/-Deficit	\$196,572
Asset Acquisitions	(\$2,810)

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$56,312
Official Account	\$7,787
Other Accounts	\$0
Total Funds Available	\$64,099

Financial Commitments	Actual
Operating Reserve	\$64,099
Other Recurrent Expenditure	\$7,792
Provision Accounts	\$0
Funds Received in Advance	\$5,218
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,026
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	\$78,134

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

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 two 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 'NP'?

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

'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').