2025 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 23 March 2026 at 11:25 AM by Leah Willis (Principal)

- As executive officer of the school council, I attest that this 2025 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 04 May 2026 at 10:12 AM by Leah Willis (Principal)

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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English for Teacher Judgements against the curriculum
  - Mathematics for Teacher Judgements against the curriculum
- Engagement
  - how many exiting students go on to further studies or full-time work
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

NDP and NDA

‘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

Cobram and District Specialist School was established in 1978 and is located in Cobram on the Murray River, approximately 280 kilometres from Melbourne. The school is a dual-mode specialist setting that provides educational programs for students with an intellectual disability, catering for students aged five to eighteen years.

The school's catchment area extends from Yarrawonga to Katunga and across the New South Wales border as far as Finley. Cobram and District Specialist School is committed to providing positive learning experiences that enable students to achieve their optimum level of academic, social, emotional, and physical independence.

The school values of **Respect, Safety, and Try Your Best** underpin all aspects of school life. A whole-school approach to behaviour management is embedded through the implementation of **Positive Behaviour Support (PBS)**. Through this framework, school values and expected behaviours are explicitly taught on a weekly basis to support positive learning environments.

Currently, sixty-four students are enrolled on a full-time basis. Eligibility for enrolment requires assessment by a psychologist and a diagnosis of intellectual disability. Each student has an **Individual Education Plan (IEP)**, with goals collaboratively developed by parents and teachers during Student Support Group meetings.

The school delivers a curriculum aligned with the **Victorian Curriculum Levels A–D and F–10**, supporting students at varying stages of learning. Educational programs are complemented by allied health services and enrichment opportunities, including speech therapy, occupational therapy, camps, excursions, and community-based projects.

Students are organised into eight classrooms, each structured to cater for differing ages and learning needs. The school maintains strong partnerships with local schools, service organisations, and health professionals to enhance student learning and wellbeing. Inclusion programs with local mainstream schools are a valued component of the school's approach. The school also has close connections with Banmira, Belvoir, Seymour and Wangaratta Specialist Schools, participating in inter-school sporting events such as swimming, athletics, cross-country, soccer, and basketball throughout the year.

School facilities include nine classrooms, an art room, library, sensory room, and a multipurpose facility incorporating a separate kitchen. Students have access to information and communication technologies, with middle and senior students provided with one-to-one computer access. External facilities include playground equipment, a basketball court, and a sensory garden. The school is adjacent to Cobram Primary School and, due to limited outdoor space, utilises the primary school's oval and playground.

Stage Two of the school's master plan included the construction of a new administration area and additional classroom facilities, which was completion in early 2025.

The school leadership team consists of the Principal, Assistant Principal, and two Learning Specialists. Staffing includes seven full-time teachers, four part-time teachers, twenty-five Education Support staff, a Business Manager, and an Office Manager. Teachers and Education

Support staff work collaboratively with allied health professionals to plan and implement high-quality educational programs.

The school employs a full-time Occupational Therapist, who also undertakes the role of Mental Health Practitioner two days per week. A speech pathologist visits the school on a fortnightly basis to support student communication needs.

Governance is provided by the **School Council**, which oversees the strategic direction of the school and ensures staff are appropriately resourced to deliver quality educational programs. A School Council sub-committee, comprising parent members, coordinates fundraising initiatives and supports school events throughout the year.

Cobram and District Specialist School operates a successful **Victorian Pathways Certificate (VPC)** program. The senior unit is structured to include both VPC and Independent Living Skills (SPEC) pathways, supporting students in their transition to post-school options.

Progress towards strategic goals, student outcomes and student engagement

Learning

2025 Priority Goal 1:
To develop the capabilities of staff to embed a culture of professional learning, feedback and collaboration.

Most teachers continued to actively engage in collaborative team planning. During unit planning sessions, teams worked through the Inquiry Cycle to strengthen teaching and learning practices and improve student outcomes.

Staff made a strategic decision to opt out of the Literacy Community of Practice (COP), as relevant professional knowledge continued to be effectively developed through collegial collaboration with staff from other specialist schools. Similarly, staff opted out of the Numeracy COP due to a staff member's participation in the Primary Maths and Science Specialist Program.

In place of the Numeracy COP, the Numeracy Leader provided targeted coaching across two classrooms to support effective numeracy instruction. This included the development of concrete, hands-on resources to enhance student engagement and learning. The Numeracy Leader also successfully completed the Inspire program through the Shepparton Academy.

The VPC Community of Practice remained active throughout the year. This network, comprising staff from three specialist schools, participated in professional learning visits to two Melbourne-based specialist schools to explore the implementation of the ASDAN program.

In the senior unit, staff mapped a Senior Hands-On Learning program, with further refinement and completion planned for 2026.

Staff Opinion Survey – Core Module: Teaching and Learning

- Practice Improvement: 85% positive

- Planning: 88% positive
- Evaluation: 87% positive
- Implementation: 90% positive

Attitudes to School Survey Results

- Effective Teaching Time: 96% positive
- Differentiated Learning (Challenge): 100% positive
- Stimulated Learning: 91% positive

2025 Priority Goal 2:
To implement the Victorian Teaching and Learning Model (VTLM) 2.0.

Implementation of VTLM 2.0 will continue into 2026, as progress has taken longer than initially anticipated. This extended timeframe has been necessary to support thorough, effective, and sustainable implementation across the school.

The School Improvement Team (SIT) did not directly support staff during the implementation phase, as this professional learning was delivered externally.

Staff Opinion Survey – Core Module: VTLM 2.0
(Elements currently embedded in teaching practice)

- Elements of Learning: 82% positive
- Planning: 91% positive
- Enabling Learning: 64% positive
- Explicit Teaching: 82% positive
- Supported Application: 73% positive

Evidence from weekly planning documentation and unit plans indicates that staff are consistently using Victorian Curriculum Levels A–D and Foundation–Level 5 to inform and differentiate teaching and learning programs.

Wellbeing

2025 Priority Focus: Student Wellbeing
To strengthen student wellbeing through the implementation of a multi-tiered system of support.

In 2025, the school continued to prioritise student wellbeing through the embedding of a multi-tiered system of support designed to enhance student engagement, inclusion, and overall wellbeing outcomes.

A dedicated Wellbeing Team met weekly to coordinate, monitor, and evaluate whole-school wellbeing initiatives. The Disability Inclusion Coordinator led the implementation of the Disability Inclusion reform, supporting the school's successful transition from the Programs for Students with a Disability (PSD) model to the Disability Inclusion Profile (DIP) model. As part of this transition,

staff engaged in Professional Learning Communities (PLCs) focused on the introduction of a revised IEP, including documented adjustments and an adjusted work program proforma. Students who completed the Disability Inclusion Profile process attracted increased levels of funding compared to the previous PSD model.

The Wellbeing Team also facilitated a whole-school Curriculum Day, delivering professional learning in PBS, trauma-informed practice, child development, the Zones of Regulation, and evidence-based wellbeing strategies. This was complemented by ongoing fortnightly wellbeing PLCs addressing key areas such as trauma, brain development, stress, and PBS.

Rumble's Quest was implemented across junior, middle, and senior cohorts for selected students to assess overall wellbeing. Data analysis identified low levels of social confidence among participating students. In response, a targeted social confidence intervention was introduced in Term 4 for identified students. To further strengthen this focus, the Drumbeat Program will be implemented in Term 1, 2026, alongside the development and delivery of a targeted unit of work aimed at enhancing students' confidence, communication, and interpersonal skills.

A comprehensive social and emotional learning (SEL) curriculum continued to be delivered consistently across the school. This included the Zones of Regulation, Respectful Relationships (RRRR), School-Wide Positive Behaviour Support (SWPBS), and Growth Mindset approaches, ensuring a coherent and evidence-informed framework for student wellbeing.

PCMS Units 5–8 are scheduled for implementation in Term 1, 2026, to further strengthen the school's wellbeing and personal development programs.

Targeted Tier 2 interventions were implemented to build social connectedness and resilience. These included structured lunchtime groups held twice weekly focusing on Auslan song learning, a senior music program delivered twice weekly, and staff-supported structured activities offered daily to promote engagement and positive peer interactions.

Career education initiatives continued to expand, with the Futures Expo held in Term 3 demonstrating increased student engagement and a higher number of external providers compared to the previous year. Morrisby career interviews were conducted in Term 4 to support students in planning informed and meaningful post-school pathways.

The Zones of Regulation Scope and Sequence was finalised, providing a clear and consistent framework for the explicit teaching of emotional regulation across all year levels.

Attitudes to School Survey data (2024) indicates positive growth in key wellbeing indicators, with Student Voice increasing from 80% to 85%, and School Connectedness increasing from 89% to 90%.

Engagement

Engagement

The school maintains a consistent and proactive approach to monitoring student attendance. Parents and carers are encouraged to notify student absences via Compass. In instances of ongoing unexplained absences, the school follows Department of Education processes, including referral as required.

A broad range of programs and initiatives are implemented to strengthen student engagement and support diverse learning needs. These include the Victorian Pathways Certificate (VPC), SPEC Independent Living Skills Program, Bike Education, Bluearth, Skillzone, Leo's Club, the Duke of Edinburgh's Award, Cyber Safety, structured work experience, social skills programs, and community access initiatives. Practical and hands-on learning opportunities are provided through cooking, woodwork, the Dutch Thunder program (including woodwork, photography and sewing), as well as participation in the community garden, community library, and Meals on Wheels.

Students are also actively engaged in a wide range of physical education and sporting opportunities, including athletics, swimming, interschool sport, yachting, and activities at the local stadium. Students participated in the All-Abilities Football and Netball Carnival in Shepparton, as well as a regional soccer event in Wangaratta. Senior students further extended their learning through participation in two camps as part of the Duke of Edinburgh's Award program.

SWPBS continues to play a central role in promoting student engagement and wellbeing. Students are explicitly taught and supported to demonstrate the school values of *Try Your Best, Safety, and Respect*. Weekly PBS lessons focus on explicitly teaching the behaviour matrix, and positive behaviours are reinforced through regular communication with families via Compass. Parents and carers are also promptly notified of absences through Compass messaging.

The school maintains strong partnerships with local services to support student pathways and engagement. Staff successfully organised a Careers Expo at the Cobram Civic Centre, with increased participation from local and regional service providers, including organisations from across the local area and Shepparton.

The school implements a range of strategies to support student attendance and engagement. Student absences are monitored and recorded through Compass, with Wellbeing staff following up with parents and carers when a student is absent for an extended period. Where appropriate, modified timetables are developed to support students in achieving success and maintaining engagement with their learning.

The school also provides a variety of wellbeing programs tailored to student needs, including hands-on learning opportunities and drumming programs. Regular case meetings are conducted involving parents/carers, students, Student Support Services Officers (SSSO), and National Disability Insurance Scheme (NDIS) providers to collaboratively plan and implement appropriate supports for individual students.

Attitudes to School Survey Data

- Effective Classroom Behaviour: 88% positive
- School Connectedness: 96% positive
- Student Voice and Agency: 92% positive
- Learning Confidence: 83% positive
- Peer Relationships: 96% positive

Other highlights from the school year

Student Engagement and Community Involvement

The school continued to provide a wide range of opportunities to promote student engagement, leadership, and connection with the broader community.

Students participated in the Dutch Thunder Wildlife Program, including a sewing initiative supported by dedicated community volunteers, which provided valuable opportunities to develop practical skills and community connections.

Senior students took part in Duke of Edinburgh's Award camps held in Rutherglen, further strengthening independence, teamwork, and resilience.

A variety of sporting opportunities were offered, including interschool football, netball, and soccer, as well as swimming and athletics events. Whole-school events such as Footy Colours Day contributed to a strong sense of school spirit and community.

Student leadership was highlighted through the involvement of school captains, who represented the school by participating in the reading at the Cobram ANZAC Day service. The school band also performed at local community events, showcasing student talent and strengthening community engagement.

The school successfully organised and delivered the Futures Expo, providing students with access to a wide range of post-school pathway options and external service providers.

Students also engaged in Open Water Learning experiences, supporting the development of confidence, safety awareness, and resilience in outdoor environments.

Creative achievements were celebrated through student participation in the Cobram Show, where artwork was displayed, recognising student creativity and effort.

The school year concluded with a formal graduation ceremony, celebrating student achievements and marking important educational milestones.

Financial performance

Financial Performance and Resource Allocation

In 2024, the school concluded the year with a credit surplus of $241,730 and a total cash balance of $289,506.34. This strong financial position enabled the continued strategic investment in staffing and targeted student support programs.

Funding was sustained to support key roles, including a full-time Mental Health Practitioner and a part-time Disability Inclusion Coordinator. These positions were funded through a combination of credit equity, *Mental Health in Primary Schools*, and Disability Inclusion Tier 2 funding. In 2024, the school also introduced an Inclusion Outreach Coach position, funded through the Student Resource Package (SRP). In the latter half of the year, additional funding was secured for a part-

time NDIS Navigator role, which has since been incorporated into the responsibilities of the Welfare Coordinator to ensure efficient and cohesive service delivery.

Equity funding was strategically utilised to enhance student support services through the engagement of Scope Ltd, providing speech pathology and physiotherapy services across all year levels. Active Schools funding supported the delivery of weekly physical education sessions through external providers, including Bluearth and Skillzone, operating on a rotating basis.

Specialist School Activity Boost funding was used to facilitate a whole-school excursion to Melbourne Zoo and to employ a dance instructor one day per week during Terms 3 and 4, enriching student engagement and participation.

The school continues to benefit from strong community support, with generous donations received from local organisations including Cobram Rotary, Cobram Barooga RSL, Soroptimist International Cobram Barooga, Cobram Lions, and ST & A Mortlock. The school values and acknowledges the ongoing contribution of these community partners.

At the conclusion of 2025, the school reported an increased credit surplus of $339,283 and a total cash balance of $455,819.09. This places the school in a strong and sustainable financial position as it enters the 2026 school year.

Confirmed enrolments for 2026 are 68 students.

Additional targeted initiative funding has been secured to support staffing and program delivery in the following areas:

- Primary Maths and Science Specialist
- Mental Health Practitioner
- Tutor Learning Initiative
- Mental Health in Primary Schools
- Teach Today and Teach Tomorrow
- Inclusion Outreach Coaching
- Schools Mental Health
- NDIS Navigator

Active Schools funding ($3,000) and Specialist School Activity Boost funding ($10,880) have been allocated to engage external providers to deliver fortnightly physical education programs, further enhancing student participation and wellbeing.

For more detailed information regarding our school please visit our website at www.cobram.sds.vic.gov.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 70 students were enrolled at this school in 2025, 24 female and 46 male. NDP had English as an additional language and NDP 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**100.0%**
	Similar schools	84.0%
	State	86.9%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**78.6%**
	Similar schools	64.8%
	State	68.0%

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

		2025
A	School	8.5%
B	School	7.1%
C	School	23.4%
D	School	19.1%
0.5	School	2.8%
F-F.5	School	17.0%
1.0-1.5	School	17.0%
2.0-2.5	School	5.0%
3.0-3.5	School	0.0%
4.0-4.5	School	0.0%
5.0-5.5	School	0.0%
6.0-6.5	School	0.0%
7.0-7.5	School	0.0%
8.0-8.5	School	0.0%
9.0-9.5	School	0.0%
10.0-10.5	School	0.0%
11.0-11.5	School	0.0%
N/A	School	0.0%

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025
A	School	8.5%
B	School	8.5%
C	School	19.1%
D	School	17.0%
0.5	School	2.1%
F-F.5	School	19.1%

		2025
1.0-1.5	School	21.3%
2.0-2.5	School	4.3%
3.0-3.5	School	0.0%
4.0-4.5	School	0.0%
5.0-5.5	School	0.0%
6.0-6.5	School	0.0%
7.0-7.5	School	0.0%
8.0-8.5	School	0.0%
9.0-9.5	School	0.0%
10.0-10.5	School	0.0%
11.0-11.5	School	0.0%
N/A	School	0.0%

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**NDP**	**55.0%**
	Similar schools	40.3%	36.2%
	State	81.5%	81.2%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Ungraded	**School**	**37.4**	**39.4**
	Similar schools	40.3	39.4
	State	40.0	39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Ungraded	**School**	**81.1%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$3,298,851
Government Provided DET Grants	$1,028,144
Government Grants Commonwealth	$7,640
Government Grants State	$2,200
Revenue Other	$24,342
Locally Raised Funds	$37,950
Capital Grants	$0
Total Operating Revenue	**$4,399,127**

Equity	Actual
Equity (Social Disadvantage)	$96,096
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$96,096**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$3,161,611
Adjustments	$0
Books & Publications	$1,221
Camps/Excursions/Activities	$13,005
Communication Costs	$5,075
Consumables	$49,274
Miscellaneous Expenses[2]	$17,425
Agency Staff	$0
Professional Development	$18,687
Equipment/Maintenance/Hire	$139,093
Property Services	$146,947

Expenditure	Actual
Salaries & Allowances[3]	$284,760
Support Services	$30,980
Trading & Fundraising	$20,265
Motor Vehicle Expenses	$63,737
Travel & Subsistence	$5,109
Utilities	$32,091
Total Operating Expenditure	**$3,989,282**
Net Operating Surplus/-Deficit	**$409,845**
Asset Acquisitions	**$86,632**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$446,900
Official Account	$8,919
Other Accounts	$0
Total Funds Available	**$455,819**

Financial Commitments	Actual
Operating Reserve	$137,945
Other Recurrent Expenditure	$21,163
Provision Accounts	$15,591
Funds Received in Advance	$5,900
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$319
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$56,000
Capital - Buildings/Grounds < 12 months	$100,000
Maintenance - Buildings/Grounds < 12 months	$86,330
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$35,000
Total Financial Commitments	**$458,248**

All funds received from the Department of Education, 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.