

2018 Annual Report to The School Community



School Name: Bass Coast Specialist School (8859)



- 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 Regulation 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 2018 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 18 March 2019 at 02:22 PM by Edith Gray
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 April 2019 at 03:00 PM by Karen Pearce (School
Council President)

About Our School

School context

Bass Coast Specialist School is situated close to the Wonthaggi township. Built in 2009 it has continued to grow and in 2018 catered for 62 students living within the boundaries of the Bass Coast Shire. The school provides individualised learning for students aged between five and eighteen who are deemed to have an intellectual disability. Some of the students have additional disabilities including muscular dystrophy, epilepsy, cerebral palsy and/or autism. The school is a purpose built facility in a large area designated as an Educational Precinct. The new, senior Wonthaggi Secondary College has begun construction next door.

The School Vision to educate our students to communicate, be kind, be safe and be lifelong learners influences every part of the school life at Bass Coast Specialist School. This vision is reinforced by our values of belonging, community, success, respect and relationships. Our vision and values ensures the comprehensive education provided prepares our students for adult life in their community. Our exceptional staffing levels makes certain that every child is treated as an individual. In 2018 the workforce of 26 equivalent, full time staff included one Principal, ten teachers, ten educational classroom support staff, three therapists and two administrative staff.

Framework for Improving Student Outcomes (FISO)

To ensure students were central to all planning, the FISO improvement initiative selected focused on Curriculum Planning and Assessment. Key improvement strategies included building the capacity of staff to use school wide agreed assessments in literacy, numeracy and communication and to investigate and trial a suitable range of assessment strategies in these areas. The schools involvement in the DET lead Primary Mathematics and Science Program meant that two staff were funded to learn and lead school wide teaching and assessment in Mathematics. The equity funding supported the Speech Pathologist to develop assessments in Communication and the Curriculum Coordinator worked on strategies for development in the Literacy area. To support school wide adoption of these improvement strategies, another FISO area investigated was evidence based high impact teaching strategies. Teachers worked collaboratively to investigate the High Impact Strategies as presented by DET and focus on its implications for students with an intellectual disability. All staff utilised their collegiate time to address their knowledge and implement high impact teaching strategies. The school was assessed against the FISO continua of practice and in both areas of Curriculum Planning and Assessment and Evidence based high impact teaching strategies, it was deemed to be emerging to evolving.

Achievement

Bass Coast Specialist School in its last year of the Strategic Plan continued to focus on Literacy and Numeracy. The appointment of a Curriculum Coordinator, Literacy Coordinator and Mathematics coaches has clearly had a positive influence on student achievement. A perusal of our Performance Summary is made all the more interesting with a comparison of our 2017 Performance Summary. Based on teacher judgement of student achievement in English in 2018 we have more students working above Foundation level. Our highest Level of achievement remains at Level 2 to 2.5 however we have more students working at that Level. Similar data can be seen in Mathematics, achievement once again based on teacher judgement. In 2018 the spread of achievement is more consistent with a number of students working above Foundation. Our highest level of achievement in Mathematics is Level 3 to 3.5 with a pleasing increase in the number of students working in Levels Foundation to Level 2. The increase in students working above Foundation in both English and Mathematics is a good indication that students are achieving their individual learning goals. Parents have agreed with the level of achievement in teaching and learning and 90% agreed in the Parent Opinion Survey that Bass Coast Specialist had high expectations for success and 90% agreed the school provided effective teaching.

It has been indicated that for our student cohort, continued emphasis on Literacy and Numeracy is essential. The roles of the Literacy and Numeracy coaches will continue and part of the role will be delivering professional learning related to assessment data in both areas. A future direction will be to have supportive data for the teacher judgement of student achievement.

Engagement

Bass Coast Specialist continued to work on activities and strategies that impact on student engagement and ultimately improve the level of attendance. Absence data indicates that the average number of days absent per student was 32.4 and continued to pose a significant barrier to student engagement in learning. The level of student absences has been problematic over a number of years with numerous strategies implemented. These have included partnership with other Principals in the region to develop protocols to reinforce DET premise that every day counts, involvement in Community Hot Spot where all members are reinforcing the message that school children need to be at school, students attending the Wonthaggi Pathways and Transition Program to reengage them into a school culture and alignment with the Bass Coast Health School Focus Youth Service that provides one on one home support for re-engagement. The school also understands that we need to offer programs that will ensure students feel they belong to the school and broader community. To this end, strategies to utilize the community facilities such as Library, gym and YMCA pool are an essential part of the individual programs set for each student. Student engagement at the Senior level has improved over 2018 with the introduction of a work skill development program. Senior students see the development of skills to transition from school as a clear priority. The Social Engagement domain in the Student Attitudes to School Survey indicates that the school needs to continue to work on students being happy at school with a response of 73%. A focus on school connectedness and student voice and agency are priorities for 2019 and beyond.

Wellbeing

Bass Coast Specialist school socio-economic band value is low thus the school recognizes the need to promote student well-being. 2018 goals for all students include building confidence and resilience. Leadership is promoted through the School Captains and alignment with the Bass Coast Shire Young Leaders program. Senior students are involved in organizing and conducting school assemblies and school events including social fundraisers and a buddy program. Student achievements are celebrated in both academic and sporting areas. As with 2017 the school continued following worthwhile DET initiatives including Respectful Relationships and School Wide Positive Behavior Program. Results from the Attitudes to School Survey in the Student Safety Domain indicate that our students know where to get help and 77% indicated they feel safe at school, supporting the continued participation in these DET programs. Utilizing Occupational Therapy Strategies involved Zones of Regulation and specialized equipment to address proprioceptive and vestibular needs of the students to assist with behavior regulation for maximum learning growth. The School Staff survey with a School Climate focus had 66.6% positive responses which was above state median however as a school there is still room for growth in 2019.

Financial performance and position

The financial performance for 2018 is indicative of maintaining student numbers at 62. We were able to again operate within a surplus with figures in most areas comparable to 2017. School Council supported the past recommendation to ensure that some of the surplus be utilized to enhance student resources for the present student cohort. Surplus was spent in areas such as soft fall for the student playgrounds and suitable shade sails. Equity and Commonwealth and State Grant monies offered students additional support to ensure success of individual goals. This support included; extra classroom assistants and allied health staff, funding to introduce blubots, spheros and IPADS for Design and Technologies through a STEM grant, a curriculum and Literacy Coordinator assigned specific roles to assist in the achievement of educational outcomes as outlined in the school's planning and extending the number of days for our school chaplain.

For more detailed information regarding our school please visit our website at
<http://basscoastss.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

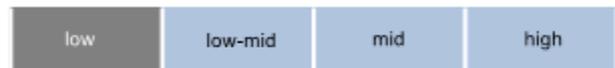
Enrolment Profile

A total of 62 students were enrolled at this school in 2018, 15 female and 47 male.

ND were EAL (English as an Additional Language) students and 9 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	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>10%</td></tr> <tr><td>C</td><td>11%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>22%</td></tr> <tr><td>1 - 1.5</td><td>22%</td></tr> <tr><td>2 - 2.5</td><td>14%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>9%</td></tr> <tr><td>C</td><td>9%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>18%</td></tr> <tr><td>1 - 1.5</td><td>18%</td></tr> <tr><td>2 - 2.5</td><td>26%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	2%	B	10%	C	11%	D	16%	0.5	1%	F - F.5	22%	1 - 1.5	22%	2 - 2.5	14%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	2%	B	9%	C	9%	D	16%	0.5	1%	F - F.5	18%	1 - 1.5	18%	2 - 2.5	26%	3 - 3.5	1%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>31.5</td> <td>36.6</td> <td>30.8</td> <td>32.4</td> <td>32.8</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	31.5	36.6	30.8	32.4	32.8
Year	2015	2016	2017	2018	4-year average								
Average absence days	31.5	36.6	30.8	32.4	32.8								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0								

Financial Performance and Position

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, 2018

Revenue	Actual
Student Resource Package	\$2,276,410
Government Provided DET Grants	\$698,074
Government Grants Commonwealth	\$6,235
Government Grants State	\$9,725
Revenue Other	\$16,766
Locally Raised Funds	\$28,422
Total Operating Revenue	\$3,035,631

Equity¹

Equity (Social Disadvantage)	\$154,906
Equity Total	\$154,906

Expenditure

Student Resource Package ²	\$2,143,024
Communication Costs	\$3,965
Consumables	\$27,630
Miscellaneous Expense ³	\$92,815
Professional Development	\$18,859
Property and Equipment Services	\$156,974
Salaries & Allowances ⁴	\$145,933
Trading & Fundraising	\$908
Travel & Subsistence	\$15,370
Utilities	\$21,805
Total Operating Expenditure	\$2,627,284

Net Operating Surplus/-Deficit **\$408,347**

Asset Acquisitions **\$12,489**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$292,502
Official Account	\$27,143
Other Accounts	\$204,565
Total Funds Available	\$524,210

Financial Commitments

Operating Reserve	\$66,467
Other Recurrent Expenditure	(\$1)
School Based Programs	\$314,947
Maintenance - Buildings/Grounds < 12 months	\$142,798
Total Financial Commitments	\$524,210

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 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 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.