

2015 Annual Report to the School Community

Latrobe Special Developmental School

School Number: 5221



Name of School Principal: Barbara Walsh

Name of School Council President: Sam Varsaci

Date of Endorsement: 26/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Latrobe Special Developmental School is the only school in Latrobe City to provide a specialised curriculum to meet the specific needs of students with moderate to severe intellectual disabilities and associated difficulties and disorders between the ages of 5 and 18 years. The school enrolments in 2015 remained steady with 78.6 students enrolled for 2015. The school has well equipped classrooms and shaded playgrounds with climbing equipment, bicycle track and in ground trampoline and a has a range of specialised areas such as sensory rooms, multipurpose room, independent living centre, hydro therapy pool and each classroom has an interactive whiteboard and access to specialised equipment such as augmentative communication devices and massage equipment to meet student needs.

The school's commitment to Special education in the local area has continued with Latrobe SDS developing collaborative partnerships with the wider community through sharing of ideas, resources and an ongoing involvement in placement programs for medical students, trainee teachers, Gippsstaff students and involvement of volunteers across the school.

The school has 13 classes which are based on student age/need and each class has 5 -7 students with a teacher and educational support staff supporting student learning. The school continues to be organized into 3 distinct units of junior, middle and seniors with the needs of students requiring more complex therapy being met in Apex House. The students in Apex house have a designated "buddy room" which they are part of on a daily basis and participate in such programs as community access, swimming, literacy, numeracy. With small class sizes and the provision of experienced special educators, educational support staff, speech therapist, physiotherapist, occupational therapist and a chaplain the students are well supported to achieve their goals. The curriculum is based on Individual Learning plans for each student using the AusVELS and ABLES as guidelines with a focus on a functional curriculum.

During 2015 the leadership team continued to comprise of the principal, assistant principal and unit leaders from the Junior Unit, Middle Years Unit, Senior Unit and Allied Health teams ensuring a distributive leadership model continued. Also in 2015 the school continued to employ a part time teaching and learning coach and two 0.5 mathematics specialists through the Mathematics and Science initiative program which has allowed to support learning across the school. The school had 35.8 staff including 2 principal class; 14 teachers; 17 educational support staff; 1.3 administration staff; 1.1 allied health staff and 0.4 Chaplain.

The school continued to develop School Wide Positive Behaviour support program across the school using the school expected behaviours of "Try Your Best", "Act Safely" and "Show Respect" taught across the school and in the wider community. A school song was developed using our expected behaviours which was written, recorded and performed by the Watson Family Band. This song has become a focus of the SWPBS program and is used as a resource to reinforce our expected behaviours. The PBS team continued to develop reward systems across the school with raffle tickets used on a daily basis to reward positive behaviour in each unit of the school and Aussie of the Month award given to a student who has displayed exemplary behaviours over a longer period of time.

The school took part in a peer review in Term 4 2014 and a new Strategic Plan for 2015 – 2018 was developed in 2015. Through the review process and development of the strategic plan the following goals were agreed on :

Achievement: To improve student learning outcomes across the school with a focus on maths, literacy and assessment.

Engagement: To improve student engagement in their own learning.

Wellbeing: To improve all students' sense of wellbeing and connectedness to the school.

Productivity: To effectively resources programs and staff across the school to meet school goals in the areas of achievement, engagement and wellbeing

The development of independence in students through promotion of our expected behaviours show respect, try your best and act safely and to provide a specialised and challenging education in a safe and supported environment where independence is encouraged so our students can lead fulfilling lives and become valued members of society. This is achieved through a collaborative partnership with all members of the school and wider community.

During 2015 the school continued to use Professional Learning teams to align with the strategic plan. The 3 teams of Literacy, School Wide Positive Behaviour Support were led by Expert teachers and ensured the implementation of the goals in each area. With the schools involvement in the 2nd year of the mathematics initiative the Maths PLT continued to be led by the 2 maths specialists. Members of each team took part in relevant professional development both internal and external and supported staff across the school to ensure the implementation of each area.

The leadership team continued to develop skills based on the need for training around the new performance and development process introduced in 2015. The team participated in some school based professional development as a whole team and some members of the leadership team attended other training around the staff review process. A team of staff also took part in the Educational Support Pilot program to assist Educational Staff to confidently take part in the performance and development process.

Achievement

In 2015 teacher Assessment of Student Progress showed over 90% of students made expected, above expected and well above expected progress towards their goals in the areas of English, Mathematics, Science, Health and Physical Education, Civics and Citizenship, The Arts, Communication with students achieving 100% at expected, above expected and well above expected progress in the areas of ICT and Humanities.

In 2015 the senior unit continued to participate in the Advance program to develop their work skills and carry out voluntary work in the community. Throughout the year the students worked in the school's community Café and volunteered their catering services when the school has hosted special meetings, professional learning days, morning and afternoon tea of groups within the community such as the parents support group, Autism support groups and local adult day centres. As part of their work skills training the students successfully participated in a Level 1 First Aid Course and a Barista Training course. Monies were used to purchase a purchase a quality kitchen which has allowed the students to improve their baking skills and expand catering opportunities in the community. The students also worked with community volunteers to develop a school vegetable garden with students and volunteers working together to prepare the garden beds, fertilize form a warm farm, set up a sprinkler system and maintain the garden beds.

In 2014 the school was successful in achieving funding through the Mathematics and Science specialist initiative. In 2015 our mathematics specialists were able to continue their great work across the school building teacher capacity, implement classroom observations, develop assessment tools and building up resources for the school. With the continued funding for the mathematics specialist the school also continued funding for a teaching and learning coach to support staff across the school. Having the mathematics specialists and teaching and learning coach released from the classroom a working party was established to develop some policy and procedures around assessment and reporting across the school. An Assessment and reporting schedule was developed and will be trialled in 2016. Student support group meeting protocols and agendas were reviewed and Individual learning plans reviewed.

The leadership team continued to develop skills based on the need for training around the new performance and development process introduced in 2014. The team participated in some school based professional development as a whole team and some members of the leadership team attended other training around the staff review process.

In 2016 the school will continue to build teacher capacity through the funding of the mathematics specialists and the teaching and learning coach and the allied health team. There will be continued involvement in the Advance program in 2016 with students using their skills learnt in 2014/2015 to run a school based café and the development of work skills.

Engagement

The School Wide Positive Behaviour Support program continued to be a focus across the school using the principles of the program to engage students in their learning. Developing close relationships between student, staff and family focusing on each student's strengths; building on these strengths to create a positive and supportive environment that encourages students to have a go.

The School Wide positive behavior support team continued to develop PBS across the school with the development of resources for all staff to access, the implementation of a whole school reward system and celebrating the SWPBS program with a visit from the Watson family band who wrote our school song "Be Cool". In 2015 the school-wide reward system was refined and adjusted to meet student need with the PBS Friday reward afternoon being accessed by most students with a number learning to save their raffle tickets to achieve their desired rewards. The SWPBS team also took part in the "Tiered Inventory" which has been developed by the developers of PBS and through this process the school gained an 84% achievement in all areas of the inventory and gave the team identified areas of focus for 2016.

In 2015 the school was able to appoint an Occupational Therapist as part of the Allied Health team. The team continued to work closely with both teachers and families to support student engagement in school programs. As part of the triage model staff make referrals to the team which is actioned by the appropriate allied health staff member. The Allied Health team attend student support group meetings and work with teachers to develop goals for each child that help improve student outcomes and participation in their school program. The team also support student learning through their involvement in social skills programs, lunchtime activities, hydrotherapy and sensory programs.

The school has continued to use technology across the school to engage students in their learning. The use of Ipad's, apple TV and IPods has allowed students to present their work in a variety of ways using programs such Pictello, facetime and having classroom blogs and school based emails to interact with others across the school.

In 2016 the school will continue to use technology across the school to enhance learning with focus on recording daily learnings, video modelling of expected behaviours and give students a variety of ways to present their work and communicate with others.

Wellbeing

Student absences are monitored closely by the school with a number of students during the year having extended absences due to ill health. Staff including the principal team follow up on those students who have unexplained absences and the principal team also keep in touch with those students who have been absent due to ill health. The school chaplain will also make contact with those families where attendance is a concern and with support of school staff strategies using some of the School Wide Positive Behaviour support program improve attendance of identified students. School staff regularly attend case plan meetings with Department of Human Services and other providers for those students who are in out of home care or families have been identified as needing extra support through disability services.

The school chaplain continues to support the school community and has used programs such as breakfast club, parent cuppa mornings, family days, senior transition programs and support classroom programs to interact with students, families and staff on a regular basis and offer support and assist when needed. In conjunction with the speech therapist the school offered the Triple P parenting program to a number of parents.

In 2015 the school was successful in receiving funds from the School Breakfast Club program. This program will be implemented in 2016 and will provide a number of breakfast foods to the school at no charge. This program will help supplement our ongoing program across the school.

Transitions across the school were supported by school staff through a range of programs. Senior staff worked with graduating students to develop personal plans in preparation for exiting school. All senior graduating students participated in an extensive transition program to the post school option of their chose and this was supported through MIPs funding allowing the school to send staff initially to liaise with the Adult Settings. The school chaplain worked closely with families of graduating students organizing visits to post school facilities and gathering information as required. The allied health team continued with an extended transition program for new preps. Prospective parents were encouraged to bring along their preschool children to a number of school readiness sessions throughout the year to prepare the students for school and for school staff to become familiar with the needs of the new prep students.

The school continued to refine and improve the Positive Behaviour Support program across the school. The use of the data collection program (SWIS) has allow staff to have access to regular incident data to hypothesis about student behaviour and develop behaviour management plans to support students and staff. The data allows staff to develop behaviour matrix to support the student in the classroom and make adjustments and changes to programs, staffing, etc to insure that students are supported to achieve their goals. The development of a special timetable to manage critical incidents was introduced in 2014 and refined in 2015 to support staff and students when required.

The school chaplain and speech pathologist undertook training in the “Stepping Stones” parenting program and delivered the program to a number of families at school. In 2016 we will continue to offer this program to those families who are interested in developing their parenting skills.

Productivity

School resources were allocated effectively to optimize the achievement, engagement and wellbeing of students. The school budget supported the priority areas including Mathematics, Literacy, Positive Behaviour support program and ICT.

Staffing and class structures and timetables were put in place to ensure optional teaching and learning with funds allocated to employ allied health staff , teaching and learning coach, mathematics specialists and a school chaplain 2 days a week.

Resources were also allocated to allow ongoing professional development across the school. Staff participated in a range of school based professional development such as manual handling, CPR, anaphylaxis and epilepsy training. Staff also took part in

In 2016 the school will use school resources allocated to continue the work of the Mathematics specialists, teaching and learning coach and the allied health team to improve student outcomes.

For more detailed information regarding our school please visit our website at
<http://www.llds.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government special schools: 
 Result for this school:  Median of all Victorian government special schools: 

School Profile

Enrolment Profile

A total of 78 students were enrolled at this school in 2015, 22 female and 57 male. There were < 10% of EAL (English as an Additional Language) students and 9% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

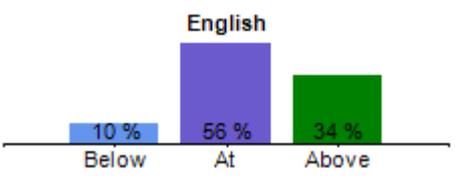
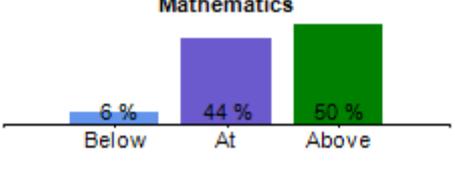
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Result for this school: ●

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 12 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p>  <p>Mathematics</p> 	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

How to read the Performance Summary

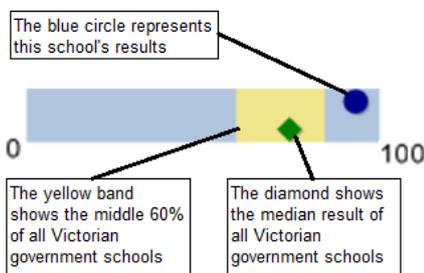
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

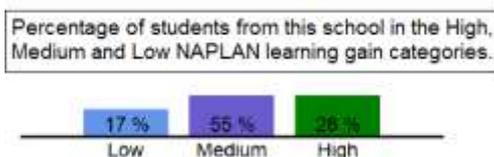
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

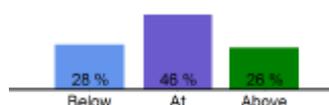


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,072,219
Government Provided DET Grants	\$690,176
Government Grants Commonwealth	\$1,986
Revenue Other	\$29,084
Locally Raised Funds	\$49,883
Total Operating Revenue	\$3,843,347

Funds Available	Actual
High Yield Investment Account	\$1,032,083
Official Account	\$76,629
Other Accounts	\$68,095
Total Funds Available	\$1,176,808

Expenditure	
Student Resource Package	\$2,593,926
Books & Publications	\$5,700
Communication Costs	\$10,422
Consumables	\$19,821
Miscellaneous Expense	\$52,205
Professional Development	\$27,552
Property and Equipment Services	\$130,733
Salaries & Allowances	\$204,414
Trading & Fundraising	\$4,258
Travel & Subsistence	\$29,361
Utilities	\$21,682
Total Operating Expenditure	\$3,100,076

Financial Commitments	
Operating Reserve	\$75,206
Asset/Equipment Replacement < 12 months	\$29,054
Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$146,624
Revenue Received in Advance	\$3,518
School Based Programs	\$99,129
Other recurrent expenditure	\$236,255
Asset/Equipment Replacement > 12 months	\$247,022
Capital - Buildings/Grounds incl SMS>12 months	\$100,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$200,000
Total Financial Commitments	\$1,176,808

Net Operating Surplus/-Deficit	\$743,271
Asset Acquisitions	\$46,913

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Latrobe Special Developmental School financial statements continue to show a good financial basis for future school development and planning. In 2015 our enrolments remained steady which allowed the school to maintain a good staffing profile. The local community has again continued to be a valuable source of funding. During 2015 we received generous donations from Siemens of \$10,000 which will be used towards the construction of a covered shelter for our school buses: Keith Chenhall Foundation donated \$5,000 which was used to install patio blinds; the CWA of Vic – Traralgon Branch donated \$300 which was used for our Seniors graduation celebrations. The School was also fortunate to be nominated as a beneficiary to receive the gate takings from the Traralgon Apex Bonfire night of which we received \$4,523.70. This generous donation will also be put towards funding the covered bus shelter.