

2022 Annual Report to the School Community

School Name: Mildura Specialist School (5251)



- 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 of the previous calendar year 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 04 April 2023 at 10:13 AM by Penny Hale (Principal)

- This 2022 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 April 2023 at 04:24 PM by Connie Aldamiz (School Council President)

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'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

Mildura Specialist School is located in the remote Sunraysia area in close proximity to the New South Wales and South Australian borders. As the only facility of its type in this large and remote geographical area, it is a major resource for students with an intellectual disability. The nearest Victorian facilities of a similar type are at Swan Hill, 235km to the southeast.

189 students were enrolled in 2022, 54 female and 135 male. 3 percent of students had English as an additional language. The school has a strong representation from the Koorie community making up approximately 25% of the overall students enrolled.

In 2022, staffing comprised two principal class officers, three leading teachers: inclusion, wellbeing and curriculum, an inclusion outreach coach, tutor, mental health practitioner, student wellbeing coordinator, technician, business manager and office staff, 38 education support staff and 25.5EFT teachers.

Our vision is to aim for individual responsibility, social and academic growth for all of our students. The school values; Be Responsible, Be Respectful and Be Safe, are important aspects in daily life and are explicitly taught throughout the school at all levels. We share these goals with our parents and school community and use the common language of what we aim to do in our school newsletter and recognition awards.

Students are taught in small groups, having access to teaching staff, many with special education qualifications, supported by teacher assistants. In developing Individual Learning Plans, consideration is given to each student's needs, strengths and interests. The curriculum is based on the Victorian Curriculum. In their last three years of school, students concentrate on a transitional program for post-school life. This may include vocational programs and/or the Victorian Pathways Certificate. Students are assessed on their individual goals twice each year. The school is committed to providing a progressive, stimulating and safe school environment in partnership with families.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 students experienced a full year of learning onsite. Staff worked together to provide as much consistency as possible for students when staff and students were away. Teaching teams increased their collaborative work with the creation of planning documents, resources and staff modelling. Teachers collaborated to design learning intentions connected to the real world.

Numeracy

The Numeracy Learning Specialist communicated regularly with staff with a newsletter and with the community via the newsletter. A daily review was trialled in 2022 in two classes. Teacher Judgement data for 2022 shows that we had an increase of 2% of our students working in the breadth area levels 2.5 - 4.0 for Number and Algebra compared to 2021. Analysis of our ABLES (Abilities Based Learning and Educational Support) data showed that 57.3% of our students had growth in the area of Mathematics.

English

Two teachers, speech pathologists and a leading teacher participated in Targeted Assistance Phonics (TAP) Coaching. The coach also provided training to all teachers with face to face and online sessions. A daily review was implemented with teaching participants and was expanded into the Primary area during the Professional Learning Communities sessions. Teachers started to use decodable texts and a new assessment tool was introduced following the TAP coaching. Teacher Judgement data for 2022 shows that we had 13% of our students working in the breadth area levels 2.5 - 4.5 for Reading and Viewing. Analysis of our ABLES (Abilities Based Learning and Educational Support) data showed that 64.5% of our students had growth in the area of Reading and Writing

Respectful Relationships

Respectful Relationships training was held for teachers. Resource tubs were developed in 2022, with one made for each section in the school. The tubs include books, mirrors, thermometers, character strength and emotions cards. The team will continue to research and gather resources as requested by teachers in different sections.

The Vocational Certificate of Applied Learning Team provided opportunities for students to work towards completion of their barista training, Certification in Retail and to develop more workplace skills by managing the canteen. The students also ran a Store and made the goods to sell to the school community. A highlight was the nomination and awarding of the VETDSS (VET Delivery to Secondary Schools) VCAL Foundation (with support) Award to a student. The student was also nominated for the Student of the Year.

The Inclusion Outreach Coach position commenced in 2022. This initially involved intensive training with other coaches in readiness for moving into schools. The Inclusion Outreach Coach worked with another leading teacher to mentor a graduate and provided some peer support and modelling to colleagues.

Wellbeing

Throughout 2022, leaders and teachers integrated evidence based academic, wellbeing and behavioural supports within a tiered system. This system is aligned to the school's vision and values in partnership with the school community. Additional wellbeing supports were put in place with referrals to Student Support Services and the Board Certified Behavioural Analyst to review data and make plans for students.

The Wellbeing Coordinator and team leaders continued to work closely with agencies and families to support students in need of intensive interventions. The Mental Health Practitioner (MHP) and Wellbeing Coordinator worked together to build relationships with students and to publicise the role of MHP in the school through the school newsletter and forwarded letters to each of the families. This resulted in students seeking support and increased understanding of the role of the MHP within the school. Additionally, following an approach by the Principal Practitioner/Team Leader Early Help Family Services, Mallee Family Care, a staff member worked from our school on Friday mornings and offered to meet with families requiring support or advice. Flyers promoting supports available were included in the newsletter.

An important milestone was the creation of a designated counselling space; a welcoming, quiet, safe place for students to meet with the MHP. Students also enjoy the flexibility of sessions being more informal, held outside in the schoolyard at picnic tables or on walks in the grounds. The MHP visited classes to get to know and build rapport with the students and staff.

Teachers also continued to implement mindfulness activities with students. The Wellbeing leading teacher conducted a survey of teachers to find about the teaching of mindfulness and the programs used. Surveys indicated that 18 of the 19 classrooms have mindfulness included in their weekly programming. All classrooms have explicit teaching in Social Emotional Learning (SEL) implemented at least weekly including Resilience Rights and Respectful Relationships.

Engagement

The average number of absence days in 2022 increased from 29.5 in 2021 to 46.8. 47% of students were absent for more than 30 days. Reasons for absences included students having significant medical needs, anxiety, mental health and welfare concerns as well as being sick with colds, flu and COVID 19. The increase in days may be attributed to families keeping their child home if unwell. In addition to making regular contact with families and agencies, interventions included participation in care team meetings and home visits. More than a third of students were absent under 19 days.

Responses from 2022 surveys indicated that students are actively engaged in their learning journeys. The School Staff Survey showed that 71% of staff felt that differentiated learning tasks were provided across the school. The Attitudes to School Survey data showed that Differentiated Learning Challenge showed an increase in percentage endorsement from 84% in 2021 to the 87% in 2022. Self regulation and goal setting increased markedly from 68% positive endorsement in 2021 to 83% in 2022.

Progress towards the School Strategic Plan goal to Strengthen student agency, engagement and connectedness to peers, was achieved through provision of structured leadership roles for students. Leadership roles included having two vice school captains, house and vice captains as well as Primary and Secondary Student Representative Councils. Students developed communication, decision making and evaluative skills by leading activities for their sections or the whole school.

The VCAL team planned school wide events which were a highlight such as the Colour Fun Run and Halloween Disco. As part of the organisation of these events the students evaluated the activity and also their team work skills. There is an expectation from the school community which is emphasised by the VCAL staff that senior students are expected to be good role models for other students. In 2022, year 12s chose their own school shirt which reinforced their special place in the school.

Other highlights from the school year

Highlights from 2022 included:

- Camp to Lake Cullulleraine - A camp was held in term one for 16 students with five staff supervising for five days and four nights. The students rode bikes, kayaked, cooked damper and set up tents mid week for an overnight experience in a tent.
 - Lake Cullulleraine Activity Days - Students from Upper Primary and secondary sections engaged in a range of activities such as walking, bike riding, archery, games and kayaking. A feature this year was the addition of the option to build your own burger for lunch.
 - The Beat - Up to fourteen students participated in The Beat, where regional schools showcased their skills. The students also participated in the Eisteddfod and were invited back to open the Gala night. The students enjoyed displaying their drumming skills.
 - Graduation - The graduation for our leaving students was held on our school site for the first time. Tickets included catering with individual boxed meals and the presentation of mementoes. Families used the photo booth to capture the evening. A graduation assembly was also held, with families invited to share the graduation cake. A year six assembly marked the transition from primary to secondary school.
 - Students from across the school engaged in footy and soccer clinics to develop their skills. Footy Colours Day was once again a fun event and included a presentation from the AFL of football equipment. Students enjoyed being able to participate in Sports Day once again.
 - Personal and Applied Learning students engaged in Lawn Bowls training sessions, which culminated in a tournament.
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Financial performance

The school finished the year in surplus. This was mainly due to not being able to replace teaching staff. The Finance Committee approved capital expenditure for the following:

- \$19 625 was spent on making glass compliant in specific classrooms.
- \$47 422 was spent on door fobs to improve access and security.
- The administration building and two classes were refurbished with \$14 900 spent on painting and \$25 914 on new carpet and lino.
- Funds to the amount of \$50 000 were set aside to replace a bus when needed in the future.
- Teachers and allied health staff expended their budgets for classroom materials and resources for students throughout the year. A highlight was the development of the developmental play room for students.

For more detailed information regarding our school please visit our website at

<https://www.mildss.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 189 students were enrolled at this school in 2022, 54 female and 135 male.

3 percent of students had English as an additional language and 24 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).

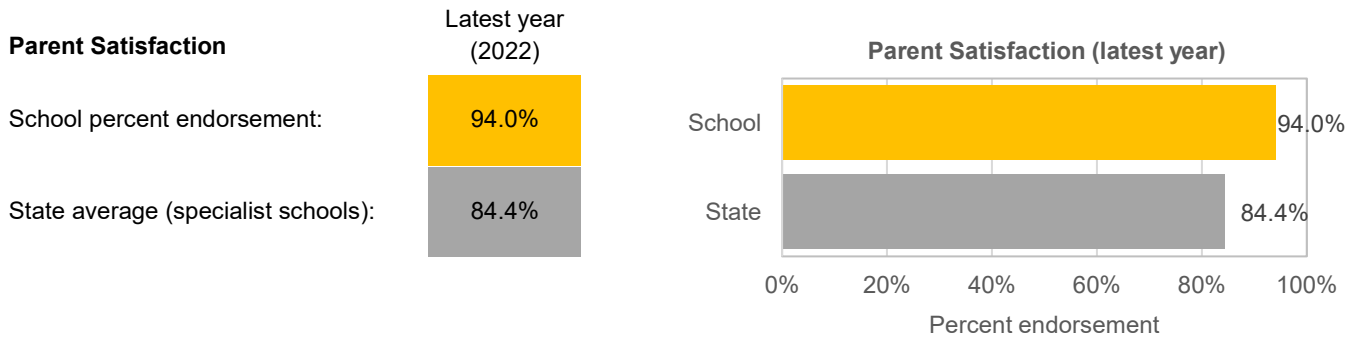
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

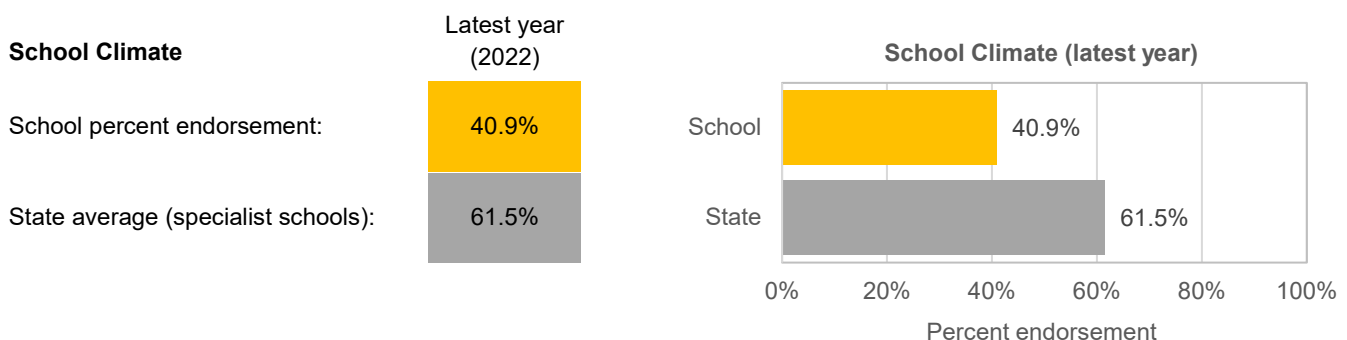


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



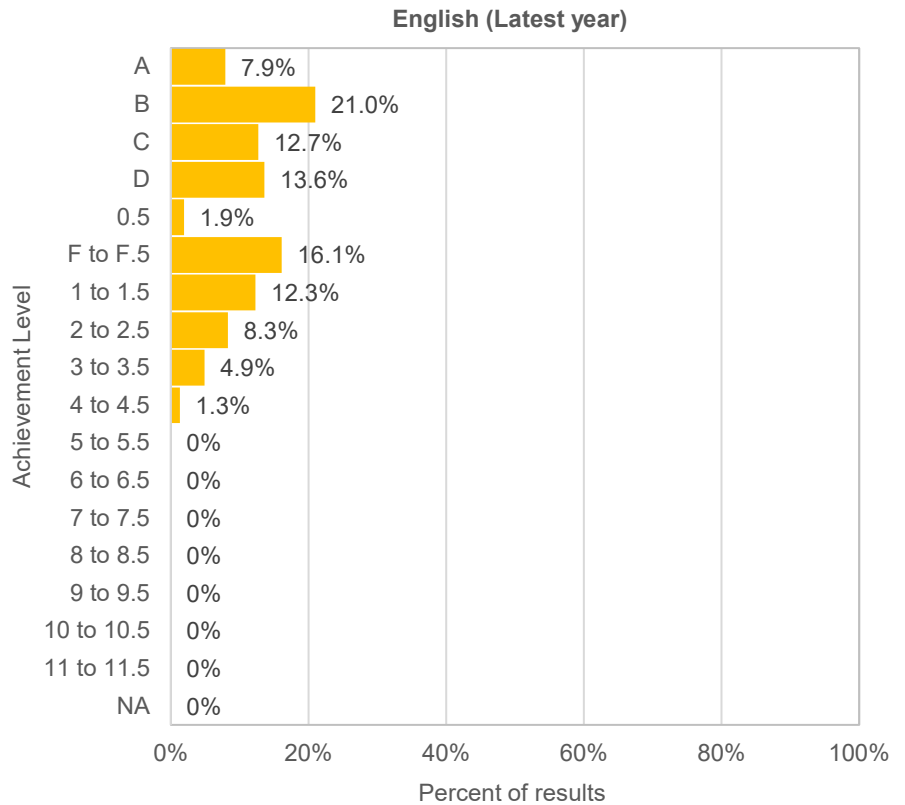
LEARNING

Teacher Judgement of student achievement

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

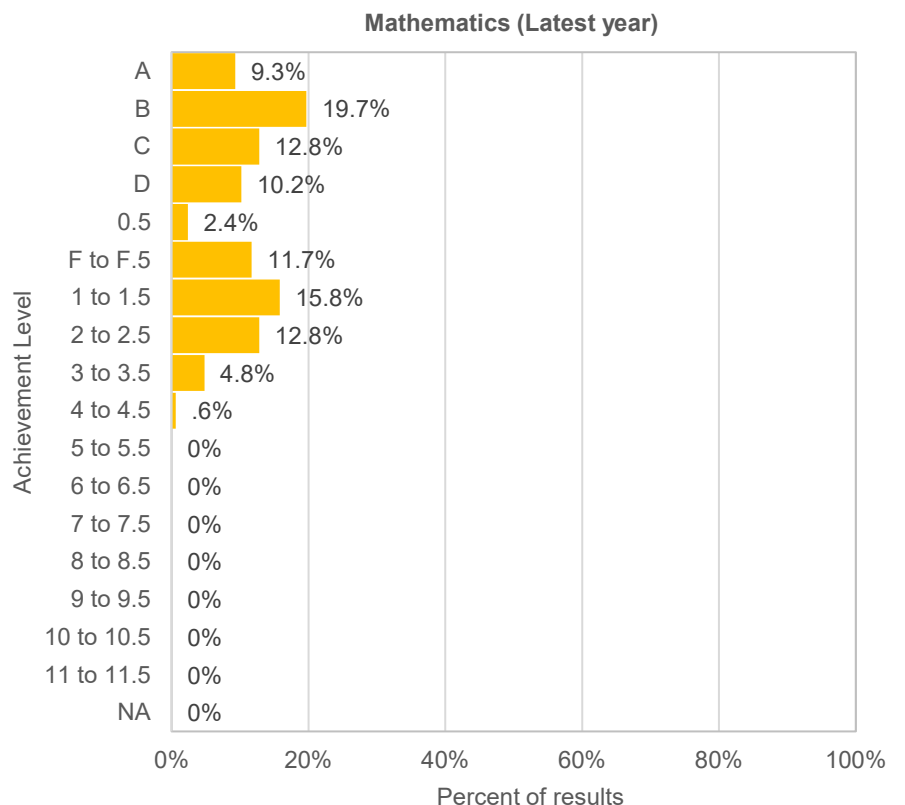
English

Achievement Level	Latest year (2022)
A	7.9%
B	21.0%
C	12.7%
D	13.6%
0.5	1.9%
F to F.5	16.1%
1 to 1.5	12.3%
2 to 2.5	8.3%
3 to 3.5	4.9%
4 to 4.5	1.3%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2022)
A	9.3%
B	19.7%
C	12.8%
D	10.2%
0.5	2.4%
F to F.5	11.7%
1 to 1.5	15.8%
2 to 2.5	12.8%
3 to 3.5	4.8%
4 to 4.5	0.6%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

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

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	26.8	29.3	29.5	46.8	33.0

Students exiting to further studies or full-time employment

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

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

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	90.9%	100.0%	100.0%	100.0%	96.2%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$8,058,852
Government Provided DET Grants	\$967,643
Government Grants Commonwealth	\$4,150
Government Grants State	\$17,673
Revenue Other	\$20,678
Locally Raised Funds	\$83,702
Capital Grants	\$0
Total Operating Revenue	\$9,152,698

Equity ¹	Actual
Equity (Social Disadvantage)	\$543,912
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$543,912

Expenditure	Actual
Student Resource Package ²	\$7,594,095
Adjustments	\$0
Books & Publications	\$538
Camps/Excursions/Activities	\$23,036
Communication Costs	\$4,942
Consumables	\$53,044
Miscellaneous Expense ³	\$48,394
Professional Development	\$25,904
Equipment/Maintenance/Hire	\$88,618
Property Services	\$275,855
Salaries & Allowances ⁴	\$256,322
Support Services	\$73,436
Trading & Fundraising	\$15,605
Motor Vehicle Expenses	\$4,587
Travel & Subsistence	\$6,961
Utilities	\$104,247
Total Operating Expenditure	\$8,575,585
Net Operating Surplus/-Deficit	\$577,113
Asset Acquisitions	\$95,068

- (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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$536,972
Official Account	\$33,092
Other Accounts	\$0
Total Funds Available	\$570,064

Financial Commitments	Actual
Operating Reserve	\$147,522
Other Recurrent Expenditure	\$3,152
Provision Accounts	\$0
Funds Received in Advance	\$55,921
School Based Programs	\$160,912
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$105,000
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	\$552,507

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.