

## 2015 Annual Report to the School Community

Echuca Specialist School

School Number: 5299



Name of School Principal:

Paul Marshall

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Name of School Council President:

Scott Morrison

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Date of Endorsement: 17/3/16

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Echuca Specialist School provides education for children ages 5-18 years with intellectual and associated disabilities. The school enrolment has steadied after rapid growth. The school provides a practical curriculum, based on individual needs and abilities. We develop Individual Learning Plans (ILP) for each student designed to be motivating, challenging and flexible.

Family connections are vital and their continued support is greatly valued. Student welfare is a high priority and we maintain close contact with all families. This provides holistic support not only to students but to caregivers. Our families come from a diverse background across a large geographical area.

Some of our students have high paramedical needs. Access to physiotherapy, occupational therapy, speech therapy and psychological services is important to our clientele and we make these available on request. Specialised therapy and augmented communication equipment support these programs.

The school prides itself on having an open and welcoming environment that encourages parent and the community to be active in the life of the school. Links with the community are encouraged and strong partnerships have been established. The school plays host to students on work experience, or community service programs as well as providing onsite training for staff from local mainstream schools and student teachers from various Universities.

The school is in the process of planning for the merge between Echuca Specialist School, Echuca South Primary and Echuca West Primary. A new school will be built on a greenfield site in Echuca West.

### Achievement

Our students are not required to undertake NAPLAN testing.

Instead our students are provided Individual Learning Plans (ILP), for which goals are created. Students are then reported against these goals. Below is a table displaying how students performed against their goals.

**Literacy**  
95% of students were able to perform at or above expected progress.

**Numeracy**  
97% of students were able to perform at or above expected progress.

**Science**  
99% of students were able to perform at or above expected progress.

These results are satisfying given staff have focused on creating challenging but achievable goals. This is demonstrated by most results in the “at expected” progress. In the previous Annual Report more students were “above” or “well above” expected progress. This indicated goals were not set at a challenging position.

### Engagement

We pride ourselves on providing programs that fully engage students whilst also meeting their learning needs. The curriculum planning encompasses A to D and F to 10 in AUSVELS.

The strengths and learning styles of all students are taken into account when planning. Each student’s ILP is a critical tool when planning, especially in Literacy and Numeracy.

Disengaged students are catered for in specific programs to assist them to remain at school. The school links in with other community groups and learning institutions to offer individualized programs for students.

The senior students have the opportunity to participate in a hospitality course, including the very hands on real life “teen café” where students, once trained in Barista skills, take orders from staff and visitors. The

coffee/ tea service, money management and professionalism are outstanding, providing students with the skills to do further study in this field once they have graduated. VCAL was introduced in 2015 and was extremely successful. This was demonstrated by improvement in student absences in our senior school. To assist students with little or no verbal communication skills, Picture exchange Communication System is used with a high degree of success.

## Wellbeing

The continual training of staff to cater for the varied medical needs of our students remains a high priority. The behavior management of the students with challenging behaviors is a focus of the leadership team. With the support of Council a second staff member attended a 5 day PART training 'train the trainer' with the view to train all staff throughout 2015/16. Predict and respond to Challenging behaviors is a non-intrusive, form of management that clearly avoids restraint, but aims to keep everyone safe. Every student's Behaviour and Medical Management plan is reviewed each term to ensure their safety and the safety of others. SSG meetings are held in March and August with ILP/Reports sent home in June and December. The new format is appreciated by parents, clearly indicated in the 2015 Parent Opinion Survey. The daily use of communication books allows parents to read about what their child is doing at school therefore enabling them to talk at home about the programs. The school continues to work closely with outside agencies to ensure that respite, before and after school care is accessed. We continued our involvement in the Kyabram Youth Partnerships program. This assisted with the engagement of six students living in the Kyabram district.

## Productivity

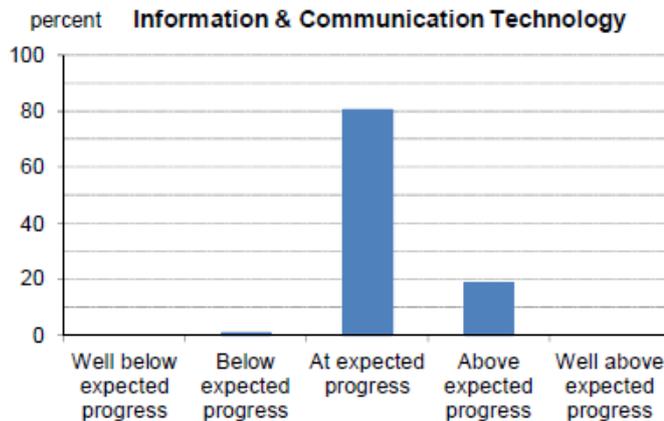
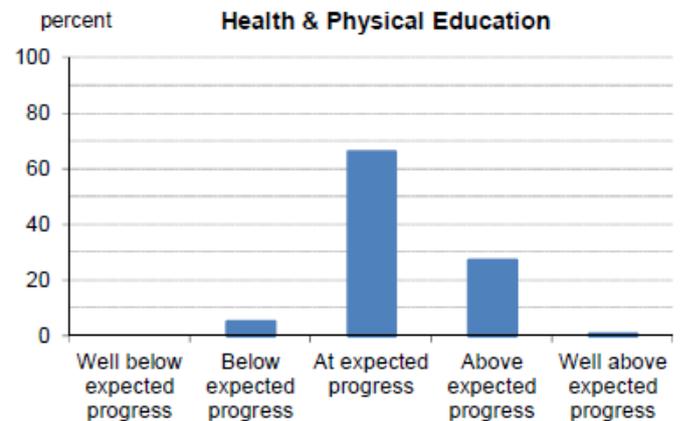
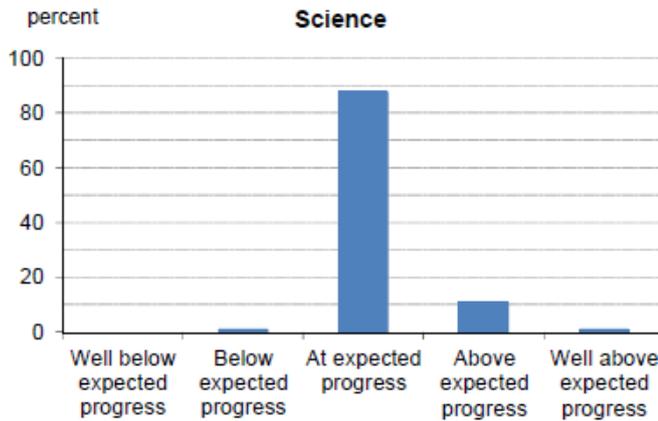
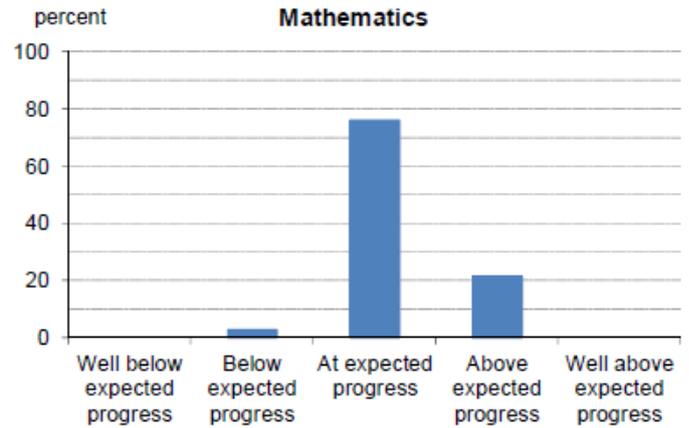
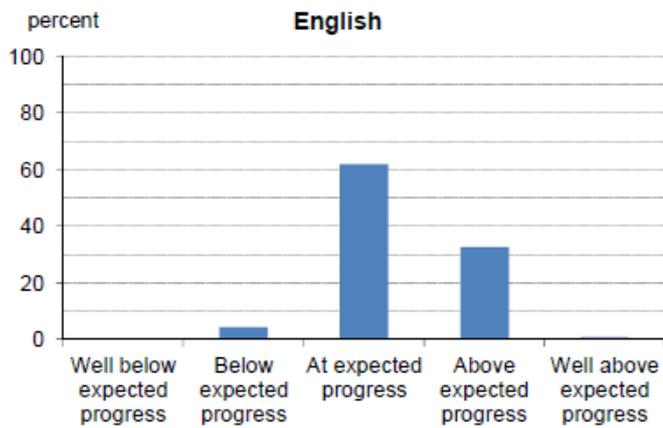
The focus of productivity for 2015 was ensuring the effective allocation of financial, physical and human resources, to achieve the best outcomes for students. In 2015 considerable resources were allocated for staffing to decrease class sizes. Every classroom were resourced with at least one teacher and one/two or three ES. We were successful in meeting our goal of 1:1 iPads and Interactive Whiteboards in almost every classroom. Resources were allocated to the planning for the new school with most of this going into school visits and meetings. Casual Relief Costs continued to be a considerable drain on our budget. Consolidating links with the community with the view to connect students to their local communities and open up post school options maintained as a high priority across our designated transport area and saw links established with local community groups, other schools and providers of post- secondary education options.

For more detailed information regarding our school please visit our website at <http://www>

## 2015 Teacher Assessment of Student Progress (PSD students)

School no: 5299

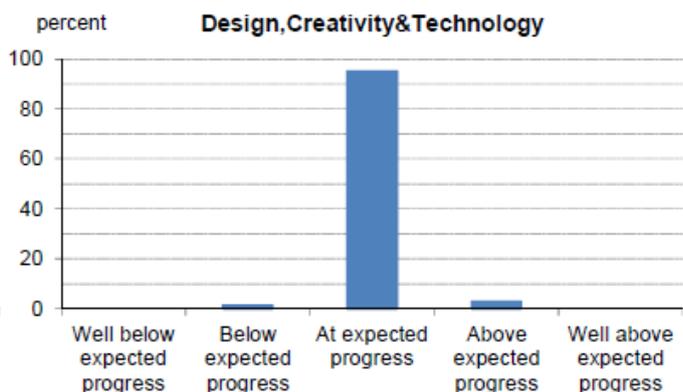
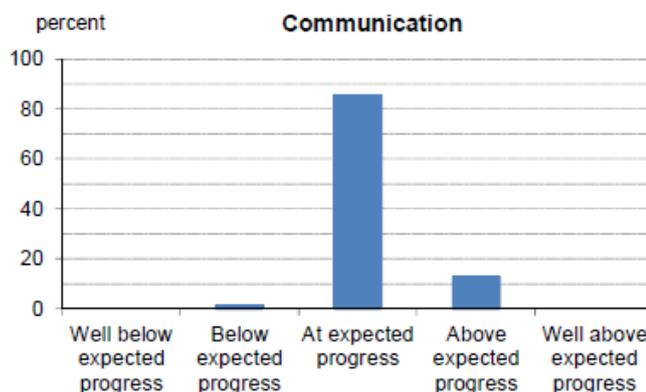
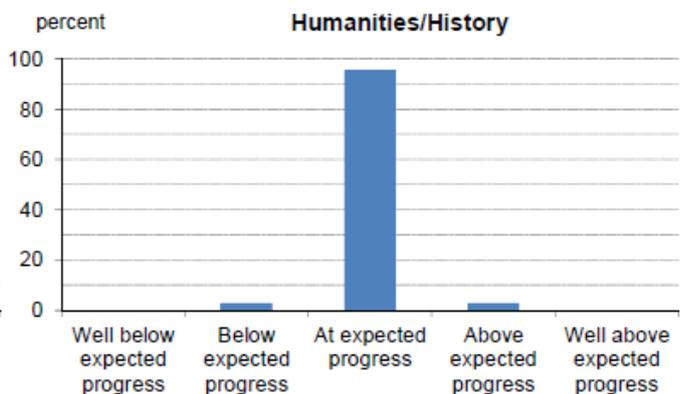
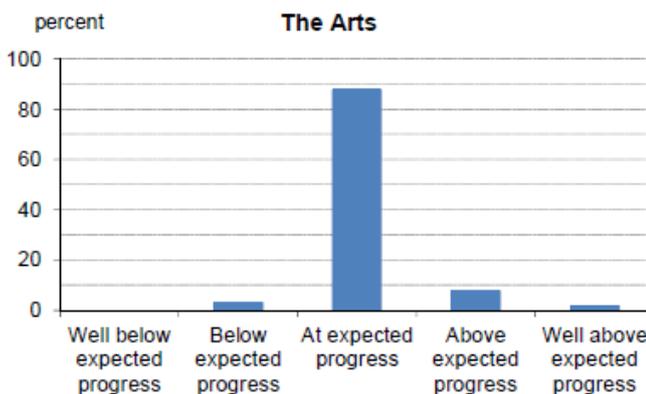
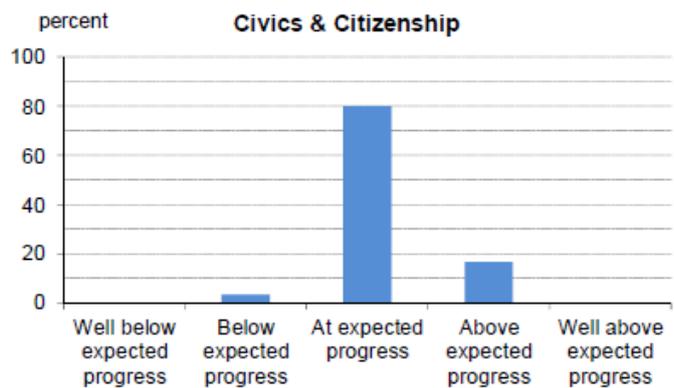
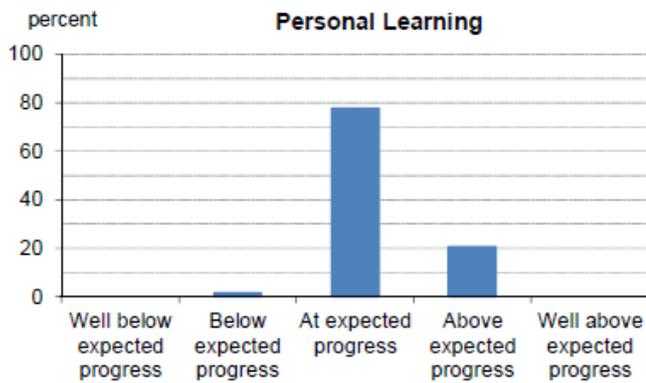
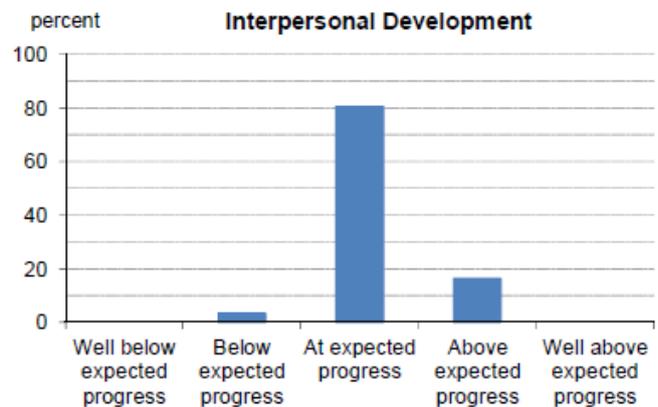
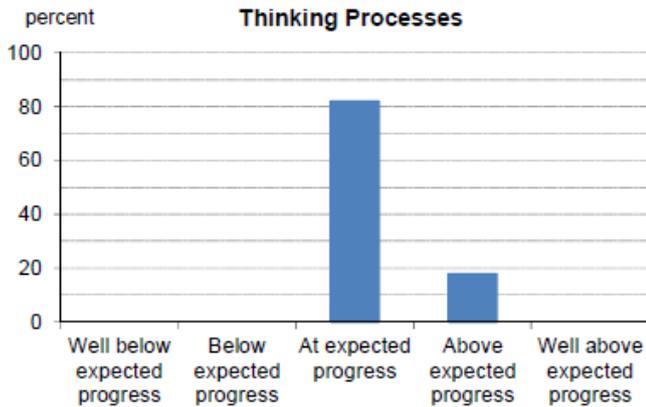
School name: Echuca Specialist School



## 2015 Teacher Assessment of Student Progress (PSD students)

School no: 5299

School name: Echuca Specialist School



## 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 116 students were enrolled at this school in 2015, 33 female and 83 male. There were 0% of EAL (English as an Additional Language) students and 4% 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

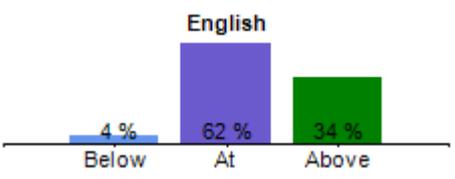
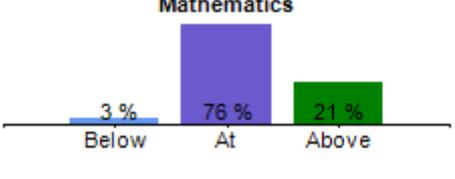
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p>  <p><b>Mathematics</b></p> 	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

# How to read the Performance Summary

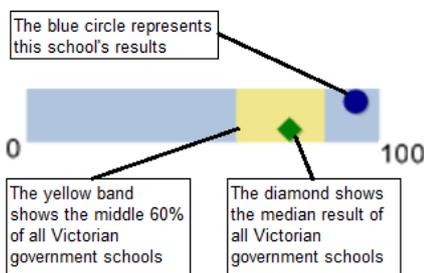
## What are student outcomes?

*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.

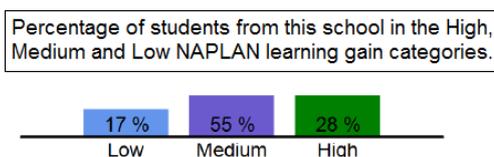
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

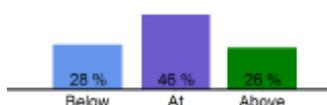


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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	\$2,960,498
Government Provided DET Grants	\$626,765
Government Grants State	\$9,725
Revenue Other	\$18,789
Locally Raised Funds	\$119,861
<b>Total Operating Revenue</b>	<b>\$3,735,638</b>

Funds Available	Actual
High Yield Investment Account	\$31,077
Official Account	\$12,064
Other Accounts	\$52,637
<b>Total Funds Available</b>	<b>\$95,778</b>

Expenditure	
Student Resource Package	\$2,871,765
Books & Publications	\$8,469
Communication Costs	\$5,203
Consumables	\$45,370
Miscellaneous Expense	\$168,983
Professional Development	\$22,118
Property and Equipment Services	\$136,942
Salaries & Allowances	\$290,800
Trading & Fundraising	\$16,120
Travel & Subsistence	\$15,046
Utilities	\$34,649
<b>Total Operating Expenditure</b>	<b>\$3,615,464</b>

Financial Commitments	
Operating Reserve	\$95,778
<b>Total Financial Commitments</b>	<b>\$95,778</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$120,174</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

The financial position of the school is extremely positive. This is despite student numbers remaining constant, increased staffing costs (including relief staff) and significant grounds/building costs due to aging buildings.