

**2018 Annual Report to
The School Community**



**School Name: Bendigo Special Developmental School
(5298)**



- 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 20 March 2019 at 02:26 PM by Kirshy McAinch
(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 20 March 2019 at 02:44 PM by Leah Thomas
(School Council President)

Bendigo Special Developmental School (5298)

About Our School

School context

Bendigo Special Developmental School is a school for students aged 5-18 with moderate to severe intellectual disabilities. The school is dedicated to providing individualised learning program that promote student growth at the point of need and include all aspects of the Victorian Curriculum and development including emotional, personal and social capabilities. In 2018, the school was divided into four units; Early Years, Middle Year, Later Years and a Specialist Unit that included physical education, music and dramatic arts and a STEAM (Science, Technology, Engineering, Arts and Mathematics) specialist teachers.

In 2017, Bendigo SDS had an enrolment of 126 students and a staff compliment of the following: 1 Principal Class, 4 Leading Teachers, 23.4 teachers, including a .6 Family Support Teacher, and 36.84 education support staff, which was inclusive of 4 administration support staff. Bendigo SDS learning programs were supported by a full time Speech Pathologist, Occupational Therapist and a .4 Physiotherapist.

2018 saw a strong focus on the teaching of reading with specific reference to a consistent English block being introduced into every classroom comprising elements of systematic synthetic phonics including phonemic awareness and phonics, and vocabulary, comprehension and fluency elements. The physical environment of the school is well maintained and provides some classrooms that are purpose built, well equipped and have accessibility design features. Classrooms use an array of Augmentative and Alternative Communication (AAC) strategies to support access to the curriculum for every student. A hydrotherapy pool, spa room, gymnasium, student kitchen, and extensive bicycle track with a range of adapted bicycles, specialised therapy room and equipment and year round access to hydrotherapy facilities, enrich programs. Student health and safety is paramount and is monitored through a range of systems and practices derived from the School Wide Positive Behaviour Support framework that supports proactive approaches to students engagement, with Bendigo SDS being the first school in the NWVR to sign up to participate in the newly established Victorian SWPBS DET initiative. The grounds provide a stimulating outdoor environment, with challenging play equipment and shade port sun protection, which will be supplemented by a purpose built wheel chair accessible play space following the successful awarding of an Inclusion Grant in September 2018. Additionally, through the School Wide Positive Behaviour Support framework, students are explicitly taught expected behaviours highlighting the school's mantra's of Act Safely, Show Respect and Be Your Best.

Framework for Improving Student Outcomes (FISO)

Bendigo SDS focused on two 12 months targets during the 2018 schooling year, each with one Key Improvement Strategy (KIS). These were as follows:

1. For 50% of students to show demonstrated learning growth in Mathematics and English through the use of formative and summative assessment; with the KIS, Build teacher capacity to target teaching and learning for all students in reading
2. For the percentage of positive response scores in the Staff Opinion Survey relevant to 'School Climate' be as follows: Collective efficacy component 70% ,Teacher collaboration component 73%, Collective focus on student learning component 82%, Guaranteed and viable curriculum component 65%; with the KIS: Develop and implement an agreed model for classroom observations

The self assessment process of the Annual Implementation Review, coupled with the presentation of evidence during the evaluation of these goals, determined that Goal 1 relating to demonstrated learning growth was met and goal 2 relating to, specifically, an agreed model for classroom observations, partially met. This partially met grade was in large part due to the Leadership Team not undertaking the formal instruction of the Professional Learning Communities Initiative until Terms 3 and 4, resulting in a mini trial inquiry process involving peer observations rather than a school wide implementation of this reflection strategy.

Achievement

Bendigo Special Developmental School (5298)

Significant progress was made in student achievement goals this year. These achievements were generated by an increased teacher capacity to use evidenced based teaching strategies and resulted in the following highlights:

- All students across the school engaged in shared reading experiences
- Students choosing books as a preferred activity
- Students demonstrating concepts of print behaviours when engaged with a text.
- A greater emphasis on formative and summative assessments to identify student learning point of need
- A greater understanding of curriculum skills and competencies by teachers, which has lead to a more accurate and moderated assessment of student achievement
- A large number of staff carrying a PODD book to increase opportunity for communication through increased access to a universal communication method. This has allowed students to access, generate and respond to reading.
- Planning for shared reading in all weekly planning documents
- Planning for decodable text explicit instruction in all weekly planning documents
- Curriculum Coach/LT modelled and then supported summative assessment techniques (PM benchmark) and formative assessment technique (Decodable text) in all classrooms
- Implementation of a whole school reading approach in every classroom, including specialists
- Teachers' increased ability to accurately assess students through the support of ALD's and PODD. For example giving a voice to non verbal students allowing them to complete assessments designed for verbal students.
- Student attainment curriculum levels are significantly more accurate
- High achievement levels of SMART goals due to increased staff capacity to target student learning.
- Curriculum Coach providing in classroom observation and feedback, including modelling best practice lessons for reflection
- Trial PLC mini inquiry created substantial opportunities for classroom observation and feedback, including video evidence being presented for collaborative reflection on teaching practice and as a moderation tool
- Changed teacher planning and practice documented after reflection/observation feedback

In 2019, the implementation of the PLC model will be the key driver for directly targeting student attainment levels and teacher professional development.

Engagement

As identified above, Bendigo SDS became the first school in the North West Victorian Region to commit to a revamped Victorian School Wide Positive Behaviour Support initiative, supported by the Regional SWPBS Coach. In doing this, the school undertook a survey (school Wide Systems -SAS) to obtain staff awareness and proficiency with the key systems and practices of the SWPBS framework, which highlighted the need to refocus teacher professional learning on the universal embedding of Tier 1 strategies. A new SWPBS Leadership Team was identified, comprising the Principal, the SWPBS Co-ordinator, two teachers, two ESS staff and a parent representative. This team undertook two days of training and using the data from the SAS survey, have created an action plan to address several key areas in order to maximise the positive engagement effects of the explicit teaching of behaviour expectations on student engagement and wellbeing. Aspects of the action plan included the updating of the behaviour expectation matrix, the creation of a staff behaviour expectation matrix and the development of an acknowledgement system for reinforcing expected behaviours. The full implementation and embedding of the action plan will continue into 2019.

Bendigo SDS was also one of eleven special setting schools to undertake a trial of a Student Opinion Survey for students with an intellectual disability for the Department of Education and Training. The school administered the survey to all students aged 10 and over across the school, and were then able to provide feedback to DET Health, Wellbeing and Participation Division as to the challenges and successes of implementing the survey and assessing the validity of the results.

Wellbeing

The wellbeing of students continued to be a priority for all staff during 2018. This was evidenced by the following

- Personalised Learning and Support Plans were developed in consultation with parents/carers in order to reflect the individual needs of each student
- Parents and carers were invited to the school at the beginning of the school year to attend our Great Start

Bendigo Special Developmental School (5298)

Conferences. These conferences provide parents and staff with the opportunity to meet and share their knowledge of students. Student Achievement Conferences involving parents/carers and class teams were then held at the end of each semester to discuss student progress and to plan for further goal setting

- The Royal Children's Hospital Schoolcare program has continued to provide our school with support to students who require a high level of medical support
- Our Family Support Teacher provided significant support to families transitioning to the NDIS and undertaking their first plan review, which has been a period of high stress and confusion for many students and their families
- The Cultural Understanding and Safety Training (CUST) was completed by all staff and follow up meetings with KESO staff were held to increase the cultural safety and curriculum content for Aboriginal and Torres Strait Islander students within the school. Bendigo SDS was also proud to support a teacher to attend LAECG monthly meetings and develop Aboriginal and Torres Strait Islander curriculum
- 24 teachers have Special Education qualifications
- Student Safety Plans were developed by class teams and specialists for students requiring additional support
- Positive Behaviour Support Plans were developed for students with identified behaviours of concern
- Communication profiles were developed with input from families for students with limited intentional communication strategies to facilitate greater communication opportunities for these students
- A LOOKOUT teacher was allocated and trained to ensure regular Student Support Groups meetings inclusive of family support agencies and other DET and DHHS representatives for all out of home care and at risk students.

Financial performance and position

Bendigo Special Developmental School was in receipt of Equity funding that was utilised to support the employment of the Family Support Teacher and the Leading Teachers' release from the classroom to provide targeted curriculum, medical and behaviours of concern support for teachers within the classroom. As such, this led to an improvement in the teaching and learning capacity of teachers. The school continued to access "Advance" funding, which was used to resource the work skills and leisure skills programs in the Later Years Unit that is focused on identifying and explicitly teaching skills related to the future work and recreational pursuits of students, post schooling. A small surplus was maintained, highlighting the significant commitment to staffing levels in order to provide the maximum level of support for students within the classroom. With declining enrolments, it will be necessary for a review of the workforce plan including the leadership structure, to be undertaken in 2019.

For more detailed information regarding our school please visit our website at
<https://www.bendigods.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	
<p>Enrolment Profile</p> <p>A total of 118 students were enrolled at this school in 2018, 37 female and 81 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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 data-bbox="544 324 1412 795"> <p>Results: English</p> <table border="1"> <caption>English Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>20%</td></tr> <tr><td>B</td><td>25%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>15%</td></tr> <tr><td>0.5</td><td>2%</td></tr> <tr><td>F - F.5</td><td>7%</td></tr> <tr><td>1 - 1.5</td><td>6%</td></tr> <tr><td>2 - 2.5</td><td>3%</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> <div data-bbox="544 817 1412 1332"> <p>Results: Mathematics</p> <table border="1"> <caption>Mathematics Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>27%</td></tr> <tr><td>B</td><td>26%</td></tr> <tr><td>C</td><td>13%</td></tr> <tr><td>D</td><td>13%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>12%</td></tr> <tr><td>1 - 1.5</td><td>4%</td></tr> <tr><td>2 - 2.5</td><td>3%</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	20%	B	25%	C	22%	D	15%	0.5	2%	F - F.5	7%	1 - 1.5	6%	2 - 2.5	3%	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%	Level	Percentage	A	27%	B	26%	C	13%	D	13%	0.5	1%	F - F.5	12%	1 - 1.5	4%	2 - 2.5	3%	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" style="width: 100%; text-align: center;"> <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>32.7</td> <td>32.0</td> <td>34.1</td> <td>31.5</td> <td>32.6</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	32.7	32.0	34.1	31.5	32.6
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Average absence days	32.7	32.0	34.1	31.5	32.6								
<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" style="width: 100%; text-align: center;"> <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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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

Financial Position as at 31 December, 2018

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,790,743	High Yield Investment Account	\$2,707
Government Provided DET Grants	\$790,303	Official Account	\$4,632
Government Grants Commonwealth	\$1,500	Other Accounts	\$5,517
Government Grants State	\$13,325	Total Funds Available	\$12,856
Revenue Other	\$16,363		
Locally Raised Funds	\$55,443		
Total Operating Revenue	\$5,667,676		

Equity ¹	
Equity (Social Disadvantage)	\$139,423
Equity Total	\$139,423

Expenditure		Financial Commitments	
Student Resource Package ²	\$4,711,363	Operating Reserve	\$10,000
Books & Publications	\$719	Other Recurrent Expenditure	\$14,300
Communication Costs	\$15,537	Total Financial Commitments	\$24,300
Consumables	\$87,939		
Miscellaneous Expense ³	\$116,620		
Professional Development	\$54,885		
Property and Equipment Services	\$173,307		
Salaries & Allowances ⁴	\$295,579		
Trading & Fundraising	\$5,633		
Travel & Subsistence	\$14,335		
Utilities	\$76,971		
Total Operating Expenditure	\$5,552,889		

Net Operating Surplus/-Deficit	\$114,787
Asset Acquisitions	\$9,674

- (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 04 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.