

**2015 Annual Report to  
the School Community**

Bendigo Special Developmental School

School Number: 5298



Name of School Principal:

Julie Hommelhoff

Name of School Council President:

Brett Scholes

Date of Endorsement:

24-3-16

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

Bendigo Special Developmental School, in partnership with parents, carers and the community achieved individualised educational programs to maximise potential and improve educational outcomes for students aged 5-18 with moderate to severe intellectual and physical disabilities.

In 2015 our school employed 35 full time staff: 28 part time, 2 Principal Class, 25 Teachers and 36 ESS. Parent satisfaction was rated at 6.3 on a scale of 1-7, with 7 being the best possible score. The school was structured by 3 age defined units and a specialist educational support unit. All programs showed progress at satisfactory or above as represented in IEP's. A formal staff Induction process and program was developed to assist in this growth. Staff trust /school morale was at 83%.

Enrolments numbers were stable at 130 students.

Educational services included students from a wide geographical area in the North Western Region.

Student attendance was addressed daily with release forms and coded absences.

All Victorian government school teachers met the registration requirements of the Victorian Institute of Teaching.

### Achievement

At Bendigo SDS student learning goals were developed collaboratively, integrated within Individual Education Plans (IEPs), and therapists' programs and outcomes shared at parent conferences.

We continued to strengthen the capacity of staff to provide exemplary teaching and learning practices through: Principles of Learning and Teaching, maintaining our positive Performance and Development Culture; Performance & Development Plans; professional development; planning teams; coaching and learning walks; AusVels, and ABLES and School Wide Positive Behaviour Support (SW-PBS).

The Ausvels and ABLES are implemented by all teachers, and included collaboration with therapists and parents.

IEP's reflected parent, teacher and therapists' input for targeted SMART goals and programs.

All Units used a Picture Communication System to enable consistent communication, visuals timetables for all students.

IT was integrated for effective assessment, planning and teaching. There was a whole school approach to STAR on student welfare reporting. Regular and open communications with staff, students and families were shared within newsletters, bulletins and shared IT resources. All staff met DET, school and individual IT, SWPBS and standards.

### Engagement

'Homework' was the lowest scoring area with a respectable 5.3. The parent survey rated all areas 5.5 and above.

Bendigo SDS has a whole school approach to improving the interpersonal development of students in 2016 through a targeted resilience framework. This approach was guided by SW-PBS processes and extended to extracurricular activities and family support programs such as: Raising Great Kids, Season's

Our behaviour support policy and processes, reflective of SW- PBS has welcomed further participation of families as well as the DET in its development and approach. With individualised support a major component of student welfare our staff will focus on developing, applying and reviewing inclusive support strategies encased with the SW-PBS principles.

School leaders will continue to practice an 'open door' approach to welcome and encourage whole school dialogue and action.

'Parents as Partners' will be integrated through professional development opportunities. Our Parents and Friends Group will be consulted for feedback and ideas.

Enrolments were stable for 2015.

### Wellbeing

Bendigo SDS executed a successful whole school transition process in 2015 for new enrolments, student transitions between classes and units, as well as students exiting our school. Our detailed transition policies and procedures, in conjunction with positive family and agency partnerships ensuring this success.

BSDS conducted parent / carer information sessions for Early Years, Middle Years and Later Years students; newly enrolled students and Prep entry students. All students received individualised transition programming.

Post school options for students / families 18+ were discussed and explored with relevant agencies. Funding and programs were finalised before students left Bendigo SDS to positively engage their transition.

Strong communication links were maintained with our feeder schools, pre-schools and post school options and agencies to ensure that transition was an informed and supportive process.

Dual enrolments provided a pathway for some students between regular and special settings.

### Productivity

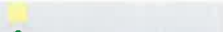


Bendigo Special Developmental School accesses many community facilities which enable our programs to be extended such as Riding for the Disabled that is attended by twenty students and takes place at the Mandurang Pony Club grounds. The Bendigo Leisure Centre provides our students a fifty metre pool to enhance swimming and water safety skills. Community access provides an opportunity for our students to explore by visiting parks, shopping centres, playgrounds and other facilities.

For more detailed information regarding our school please visit our website at  
<http://www.bendigo.sds@edumail.vic.gov.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 128 students were enrolled at this school in 2015, 41 female and 87 male. There were < 10% of EAL (English as an Additional Language) students and < 10% 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>'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 9 student assessments were provided.</p>	<p><b>English</b> No Data Available</p> <p><b>Mathematics</b> No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

# How to read the Performance Summary

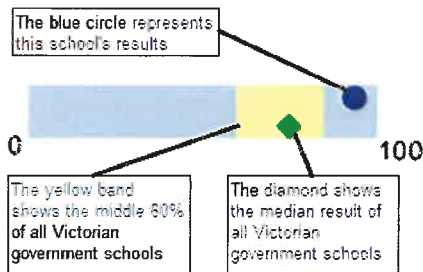
## What are student outcomes?

*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.

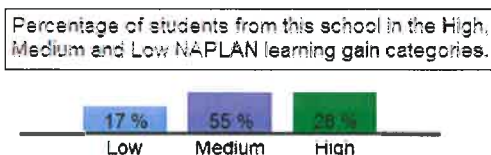
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

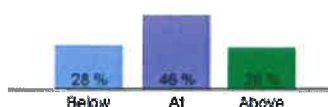


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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	Funds Available	Actual
Student Resource Package	\$4,198,055	High Yield Investment Account	\$81,196
Government Provided DE&T Grants	\$682,757	Official Account	\$10,011
Government Grants State	\$9,725	Other Accounts	\$44,102
Revenue Other	\$7,888	<b>Total Funds Available</b>	<b>\$135,309</b>
Locally Raised Funds	\$61,933		
<b>Total Operating Revenue</b>	<b>\$4,960,358</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$4,144,772	Operating Reserve	\$66,000
Books & Publications	\$2,773	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Communication Costs	\$9,825	Beneficiary/Memorial Accounts	\$16,000
Consumables	\$50,163	School Based Programs	\$13,309
Miscellaneous Expense	\$87,960	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Professional Development	\$31,279	<b>Total Financial Commitments</b>	<b>\$135,309</b>
Property and Equipment Services	\$238,629		
Salaries & Allowances	\$237,142		
Trading & Fundraising	\$9,081		
Travel & Subsistence	\$18,692		
Utilities	\$60,344		
<b>Total Operating Expenditure</b>	<b>\$4,890,660</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$68,857</b>		
<b>Asset Acquisitions</b>	<b>\$9,420</b>		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Miscellaneous 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 Tables show that Bendigo Special Developmental School finished 2015 in a strong financial position, despite the number of students exiting in 2015 (21) exceeding new enrolments in 2015 (13). The school has a net operating surplus of \$68,857 and closing balances in the school's bank accounts at 31/12/15 included one months' expenditure in reserve (\$66,000), maintenance and upkeep of school buildings and grounds (\$40,000), donations/locally raised funds (\$16,000) and commitments to creditors from 2015 and school based programs for 2016 (\$13,309). Asset Acquisitions of \$9420 is the result of the purchase of a Standing Frame (Leckey Horizon) for our high needs classrooms. The Variety Club of Victoria donated the funds enabling the purchase of this asset for the school. The school entered

into a seven year maintenance program with Programmed Maintenance Services, involving a cyclic painting and maintenance program. Much of the internal school and exterior doors were painted in January 2015. Utility expenses have plateaued out across the last three years since our Utilities Review in 2013 and the leak in the pool foundations being fixed in 2015. All maintenance inspections – mandatory and school based for 2015 were carried out.

#### **Low Socio-economic Status School Communities National Partnership**

The Low SES School Communities National Partnership aims to improve the education and life opportunities of students from low SES backgrounds through reforms including teacher quality, better use of assessment data, strengthened school leadership and strengthened partnership arrangements between schools and parents, local communities and the higher education sector.

The Bendigo SDS received the following funding as part of this incentive in 2015: \$19,425. This was a gain in \$6,167.00 in SFO density funding from 2014 to 2015, but because EMA was phased out, the school actually lost \$4,341.30 out of these new arrangements.

CSEF (Camps, Sport and Excursions Funds) was introduced in Term 3, bringing \$8,800 into the school. This funding is to be used strictly for Camps, Sport and Excursions for eligible students.

#### **Sensory Garden and Whole School Garden Makeover Term 3 holiday break**

The Community Outreach Program is a group of people that provide 'manpower' all of which is voluntary, to assist organisations such as Bendigo SDS to improve or enhance a project of their choice. Outreach volunteers revamped all the gardens including the three sensory garden areas (Later Years, off the Sensory Room and down the pathway towards the Hydrotherapy Pool). The playground benches were oiled to prevent weather damage, the soft fall was topped up, the sand was added to, and gardens were replenished with plants and weeded, raked and tidied up. Expenses for these improvements were taken from the Deductible Gift Recipient Fund from funds set aside from fundraising and donations towards the Sensory Garden. As the Sensory Garden Project (varied from original plans) is now complete (except for the lizard being constructed from clay at Latrobe University) any remaining funds in this account can now be freed up to purchase resources, items of paramedic/classroom equipment as required to continue to successfully support best possible student outcomes.

#### **Fundraising 2015**

50/50 Raffle	\$ 549.33
Recipe Book	60.00
Variety Club Breakfast	630.00
Easter Egg Raffle	1635.00
Bendigo Farmers Market BBQ	248.13
Christmas Cards	595.60
Christmas Raffle Celebration	1266.50
Bunnings Sausage Sizzle	885.20
Bunnings Raffle	1064.00
<b>Total Raised</b>	<b>\$6933.76</b>