2016 Annual Report to the School Community

School Name: Melton Specialist School

School Number: 5162

THE EDUCATION STATE

Name of School Principal:	Brooke Briody
Name of School Council President:	Glen Glanvill
Date of Endorsement:	09/05/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

Melton Specialist School is located in Melton with a current enrolment of 280 students. The school provides quality educational programs for students with disabilities at both primary and post-primary levels in a positive, safe and caring environment and employs three principal class members, 40 teachers, 80 education support staff, and five allied health staff. The School is a dual-mode setting for students with a mild intellectual disability as well as those with a moderate to severe intellectual disability. The School is situated near kindergartens, primary and secondary schools, Woodgrove Shopping Centre, and a variety of leisure and recreational facilities.

The school facility consists of brick buildings, portables, covered courtyard and outdoor play areas. The grounds feature attractive shrubs and trees, a sensory garden, sensory playground, large sandpit and play areas covered by shade sails, a bike track, Liberty swing, and adventure and play equipment which cater for students of all ages and abilities. Students residing in Melton and surrounding areas are transported to the school by bus or by parents and carers.

The school's philosophy is reflected in its programs and based on the belief that children learn best in a co-operative environment that is happy, challenging and supportive. There is a school-wide focus for students and staff on Positive Behaviour Support (PBS) and the values of 'Be Safe', Be Respectful' and 'Be Responsible'. Highly skilled and dedicated staff work within the Department of Education and Training guidelines and provide programs in Arts, English , Mathematics, Physical Education & Health, Science, Geography, History, Technology, and Life Skills.

Senior students also have the option of accessing the VCAL program that aims to develop work-related skills, travel training and personal development skills. In addition to this, individual pathways are prioritised and the school seeks to provide a range of opportunities to prepare students for post-school options.

Students also have opportunities to access a range of specialist areas, e.g. ICT, Visual and Performing Arts, PE, and Science. The school continues to increase its focus on the integration of ICT across the curriculum and students have access to a range of technologies to support their learning.

Framework for Improving Student Outcomes (FISO)

Significant changes in the school leadership structure, the 2014 Peer Review, and the High Reliability Schools Framework have all influenced the selection of the identified 'FISO Initiatives'.

In 2016, the school focused on creating a Safe and Collaborative Culture that enabled optimal learning conditions so that students could access and engage a challenging, yet achievable curriculum that is tailored to their individual learning, social, emotional and pathway needs. The school worked on the following:

Curriculum planning and assessment: embedding a culture of curriculum planning, and assessing the impact of learning programs, adjusting them to suit individual student needs

Building leadership teams: strengthening their succession planning, developing the capabilities of our leadership teams in using evidence

Setting expectations and promoting inclusion: working across our communities to implement support to health, wellbeing, inclusion and engagement of all students

Achievement

Throughout 2016, the school's leadership team and school staff regularly monitored and reflected on the goals and priorities set out in the AIP, with a view to using this to inform the School Self Evaluation and the Priority Review Process. The leadership team consisting of four leading teachers, two assistant principals and the principal formed the School Review team and had input along the way from Professional Learning Team (PLT) leaders and school staff; both teachers and Education Support (ES). During Terms 1-3, leaders took the AIP goals and priorities and broke them down into short-term targets for each term, in each section (Junior, Middle and Senior Years) and including the Specialist, Allied Health and Wellbeing Teams. Progress towards short-term targets was reviewed at the end of each term and a new Term Improvement Plan developed. At a whole school level, the Leadership Team analysed the achievements of each area/section and used this to evaluate whole school improvement. Staff meetings were used to reflect on achievements and staff had opportunities to provide feedback. In Term 4, a Curriculum Day was held with the focus being on providing staff with an opportunity to reflect on the achievements of the school in line with the goals and priorities set out in the AIP, as well as other additional information that highlighted the progress the school had made in improving student outcomes more broadly. This information was collated and used by the leadership team during a leadership planning day focussed on preparing for the Priority Review.

Increased moderation in PLTs of ABLES, the Judgement Tool, and ILPs led to a better understanding of student abilities and more targeted teaching. In each section of the school, non-negotiable expectations for English programs were created. This led to greater consistency among classes and developed a clearer understanding of the key elements of a solid English curriculum.

A Student Showcase Celebration was held in term 4, which was a large community event for the school. During this afternoon, parents, carers and community members were given the opportunity to provide feedback on what they felt the school were doing well at and where there were opportunities for improvement.

A number of sources of data were used along with anecdotal information to prepare this self-evaluation document. These included: Staff and Parent Opinion Surveys, ABLES data, the Judgement Tool, and other formal assessment data including English Online, Maths Online Interview, and student Individual Learning Plans. According to the data collected, based on the levels of the Victorian Curriculum, 40% of students progressed in Reading by one level or more, 34% of students improved their Speaking and Listening by at least one level, and 43% of students showed an increase of one level or more in Mathematics.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☐ AusVELS ☒ Victorian Curriculum ☐ A Combination of these

Engagement

Our school purpose is supported by the following school values that are central to the life of the school and the clearly identified expected behaviours that are associated with these: Be Responsible, Be Respectful, Be Safe. Throughout 2016 the school renewed its focus on Positive Behaviour Support (PBS) at a whole school level. This included regional level training by a PBS team and implementation of the PBS Framework in a strategic and comprehensive manner. Whilst this work has begun a process of reflecting on school values and expectations, it is strongly anticipated that the current School Review process will provide an opportunity to complete a thorough review of the school's existing vision and values to ensure that they are 'current' and represent the existing school community and their needs and aspirations. School staff and students have a strong and consistent understanding of the existing values that was evidenced by the outcomes of a PBS Audit conducted during 2016. The PBS team and school staff have continued to establish a greater understanding the expected behaviours associated with the values and have begun a process of establishing consistency across the various learning settings.

Given the significant growth and changes within the school, it is widely recognised that there is a need to establish a clear sense of identity both within the school and broader Melton community and promote a culture of high expectations and excellence in teaching and learning.

A focus on 'what is learning' and 'student engagement' was a commitment school wide during 2016. The school contracted the services of an educational consultant to lead a curriculum day early in the year, provide PD to staff at staff meetings each term, and work with PLT leaders throughout the year. Teachers learned and implemented a range of strategies for teaching English and were able to respond to student needs more effectively and create more engaging lessons. PLTs developed increased consistency in lesson structure and assessment.

Significant investment was made in purchasing new and purposeful resources to replace old or non-existent resources. New facilities, including a hands-on learning/woodwork and food technology rooms, as well as the creation of additional outdoor learning spaces such as sensory courtyards and a new basketball court, all supported the development of new programs and refined teaching approaches. An eLearning plan was developed to ensure that teachers and students will have access to the most current and necessary devices and professional learning.

To further support student engagement, the school introduced clubs and activities during recess and lunch play. This has not only resulted in a decline of student incidences, but has also relieved pressure on limited playing spaces.

One school focus is on building strong synergies with parents/guardians. There has been a steady increase in the number of parents/carers attending various school functions including SSGs, Harmony Day, and Education Week activities which demonstrates the close relationships we are building with the community. The school, in partnership with Festival for Healthy Living artists, conducted a well-attended Dream Big festival. A Year 6 graduation ceremony was held for the first time in 2016. Students experienced a sense of achievement and the event was very well attended by parents and carers.

Wellbeing

In 2016, a Wellbeing Leader was appointed with roles and responsibilities established as an active member of the Leadership Group responsible for the management of the Allied Health Team. Allied Health Team's involvement in goal setting, daily teaching and learning practices and improved Communication methods was increased throughout all areas of the curriculum. The focus was on delivering support to students to enable them to engage fully in all areas of the curriculum.

An Allied Health Referral system for student/staff access to therapy, resources and supports was established. Therapy notes and Allied Health reports were placed on Compass for collection and distribution. This enabled easy access for staff to use Allied Health reports and programs on a daily basis in classroom teaching. A more efficient and improved way of communicating specific programs and methods from therapists was used with individual students which improved daily teaching methods.

A Complex-Case Management system was developed to support students with complex needs. A holistic approach was taken to better support these students. Students with complex needs were assigned one key staff member responsible for all communication with relevant professionals and the collection of all communication and reports. Round-table discussions allowed for regional level of supports and other professionals becoming involved in supporting better the specific educational needs of the student.

Various wellbeing programs were developed to support the needs of the students involving members of the school community as well as youth workers from the local council. Programs such as the Breakfast Program, Boys and Girls Groups, Peer Mediators and whole school celebrations supported improved engagement and concentration, self-regulation, self-esteem and protective skills for MSS students.

The Wellbeing Leader was a member of the working party that enabled MSS to become Child Safe compliant.

It was recognised that the Music Therapist was a valuable resource who could be utilised to support specific students with mental health or behavioural and sensory needs.

A Welfare Team was established to drive whole school initiatives, celebrations and relevant diverse programs. The "Respectful Relationships" curriculum was introduced to some Senior Classes. Several staff were trained in the Love Bites Program to further enhance the Health and Wellbeing Programs for 2017.

For more detailed information regarding our school please visit our website at
http://meltonss.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 274 students were enrolled at this school in 2016, 96 female and 178 male.
6% had EAL (English as an Additional Language) and 8% were of an ATSI (Aboriginal and Torres Strait Islander) background.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

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

Achievement	Student Outcomes
Teacher judgment of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	**Results: English** **Results: Mathematics**

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2013	2014	2015	2016	4-year average
Average absence days	33.6	31.1	28.7	32.5	31.5

Exit destinations

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

Note: This measure uses data from the previous year. Data exclude destinations recorded as unknown.

Year	2013	2014	2015	2016	4-year average
% of students to further studies or employment	100.0	93.3	86.2	88.4	92.0

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, P-12 and specialist schools, 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).

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.

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.

Changes in student achievement

Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

Financial Performance and Position

Financial performance and position commentary

Melton Specialist School is in a sound financial position with funds available for site improvements in 2017

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$7,371,979
Government Provided DET Grants	$1,220,518
Government Grants Commonwealth	$2,000
Government Grants State	$9,725
Revenue Other	$41,601
Locally Raised Funds	$81,327
Total Operating Revenue	**$8,727,150**

Expenditure	
Student Resource Package	$6,952,816
Books & Publications	$1,651
Communication Costs	$24,529
Consumables	$223,647
Miscellaneous Expense	$440,055
Professional Development	$37,975
Property and Equipment Services	$692,463
Salaries & Allowances	$349,494
Trading & Fundraising	$38,068
Travel & Subsistence	$12,294
Utilities	$36,481

Total Operating Expenditure	**$8,809,475**
Net Operating Surplus/-Deficit	**($82,324)**
Asset Acquisitions	**$52,841**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$9,667
Official Account	$24,380
Other Accounts	$889,431
Total Funds Available	**$923,478**

Financial Commitments	
Operating Reserve	$256,895
Asset/Equipment Replacement < 12 months	$175,000
Maintenance - Buildings/Grounds incl SMS<12 months	$150,141
Revenue Receipted in Advance	$28,811
School Based Programs	$150,165
Other recurrent expenditure	$87,466
Maintenance -Buildings/Grounds incl SMS>12 months	$75,000
Total Financial Commitments	**$923,478**

Student Resource Package Expenditure figures are as of 06 March 2017 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.