

2018 Annual Report to The School Community



School Name: Melton Specialist School (5162)



- 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 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 01 May 2019 at 03:52 PM by Brooke Briody
(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 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 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 03 May 2019 at 06:49 AM by Glen Glanvill (School
Council President)

About Our School

School context

Melton Specialist School is located in Melton with a current enrolment of 291 students. The school provides educational programs for students with disabilities who are aged between 5 and 18 years. The school is a dual mode setting for students with around 50% of students having a mild to moderate intellectual disability (IQ over 51). In 2018 our Annual Implementation Plan goals centred around developing a change in the culture of the school. Roles were clarified, structures and processes were developed and embedded. There was also a major focus on consistent practice and developing expertise in all staff.

At MSS, 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'. Each student has an Individual Learning Plan consisting of goals devised in partnership between families, teachers, therapists and external staff (where relevant) that is negotiated at Student Support Group meeting, four times per year. The school follows the Victorian Curriculum and implements the VCAL Foundation Level outcomes or ASDAN for our Senior Secondary Students. Senior Individual pathways are prioritised and the school seeks to provide a range of opportunities to prepare students for post-school options.

The school rates as 'Low' in the Overall Socio-Economic Profile reflected by Student Family Occupation and Education index (which takes into account parents' occupations and education). Challenges the school currently faces include developing a community that engages parents and increasing our Staff Climate survey results. The school generally has between 10-12 students in Out-of-Home Care at any given time during the year, 12% of students have English as an Additional Language and 8% of students identify as Aboriginal and/or Torres Strait Islander.

Framework for Improving Student Outcomes (FISO)

The school has clear goals and targets that support agreed FISO priorities. Throughout 2018, the Leadership Team develop professional learning aligned with our FISO improvement strategies based on Curriculum planning and assessment and student safety and wellbeing. Through the PDP process, all staff have a shared focus for improvement in student outcomes. During Professional Development sessions staff capacity and skills have expanded, providing effective, ongoing professional learning to enhance staff/student relationships. Through our Re-Engagement Program the school has developed targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. A continued focus for staff is around up-skilling the teaching staff so they know how to minimise interruptions and maintain on-task learning in class most of the time. Through our FISO foci, we have moved from Emerging to evolving which is a very positive result.

Achievement

Professional Learning Communities (PLC) development continued to be a major focus in 2018. PLC meetings were scheduled weekly with the view to developing teaching and learning practice in the specific area of assessment. In Term 2, the Leadership Team spent several days away from the school attending a State-wide initiative to re-focus the purpose of PLC. The impact of this training was evident through the re-design of the content of PLC meetings. A Student Criteria specific to MSS was developed to aid teachers to use a consistent scale to measure student achievement in relation to the ILP goals. This work was measured through PLC leaders and student achievement. Teachers worked together to analyse pieces of work in relation to Student reading skills. Teachers have demonstrated an improvement in their understanding of the prompt level hierarchy and consistent methods to measure student achievement/growth

There has been an increase in the way the students have engaged in classroom activities. We have seen an increase attendance to class and school. School Leaders have begun modelling the collecting of evidence and

have set up regular debrief sessions with their teaching teams focussed on the progress towards BSP goals or ILP goals.

Engagement

School wide Positive Behaviour Support Program (PBS)

PBS continued to be a focus for 2018 to support this focus we restructured the Principal Class Team to assign the role to an Assistant Principal. Five members of the PBS Team attended 2 Regional Network Training with PBS Coach. Four teachers and an Education Support staff member attended up to 3 days each of the 'Louise O'Kelly Regional SWPBS Training'. Teacher Professional Practice Days were used by staff to access PBS training. School Wide PBS Self-Assessment Survey was completed by the whole staff, results were embedded into PBS Action Plan for 2018-19 with support from the SWPBS Coach. Data showed high levels of achievements in areas such as: Team Training, Staff Training, Rewards systems, Leadership support, Resourcing, known Expectations, well supported and procedures known in emergency situations and dangerous incidences and moving towards supporting behavioural needs of individual students. Areas high on the priority for improvement were added to the Action Plan for immediately planning and resourcing for 2019: clearly defined response to behaviour flowchart, explicit teaching of school PBS expectations, whole school rewards regular meetings to discuss specific student behaviours and responses. Classroom rewards were established for exhibiting expectations- Gotcha Cards.

The PBS team supported school staff to complete the SWPBS Tiered Fidelity Inventory and results were also used to develop and update the 2018/19 Action Plan. New PLC Leaders were appointed and student wellbeing and behavioural needs were shifted to each Leader. Regular SEM (Student Engagement Meetings) were held with a variety of support staff available/utilised to problem solve and plan for the individual needs of the students (and families)- Music Therapist, Youth Worker, Psychologist, Speech and Occupational Therapists, PLC Leaders, PCT, classroom staff, SSSO support, Child First Family Support Agencies, DHHS, Mental Health support and Medical Teams. A Student Transition Document was strengthened and improved to support a more accurate 'hand over' from one year to a next- curriculum data was included, communication and personal needs were explained and behavioural and medical information provided for each individual student. Continued Whole School Professional Learning was continued with Dan Petro to encourage a shared learning approach and responses- 8 visits with varied meetings with Whole School, Leadership, PBS Team and individual staff to support student behaviour. Positive Behaviour Plans, De-escalation Plans and safety plans were established by the classroom team, PLC Leaders and families. More work in this area is still required. Conducted 'Student attitude to school' modified survey -individual classroom data was shared. Peer mediator program was continued- Secondary students supported younger students at break times.

After the success of the Alternative Learning program we formalised this into the Re-engagement Program. This was established to replace and expand the ALP- resources were significantly increased-staffing, environment and financial. Specific staff were recruited and moved into this program and a Leading Teacher/Assistant Principal to oversee, staff were trained specifically in the area of structured teaching, enrolment procedures and criteria were established and communicated with the school community and regular debriefing and planning meetings were conducted to audit and refine. The program was slowly expanded to allow access to more students on specifically timed schedules with the focus on self-regulation and improved academic engagement and eventually positive transitions back into home rooms.

Junior School Council and School Captains were appointed and regular meetings were conducted to begin the process of students contributing to decisions and focus on future school goals, resources and activities.

Continued development of pathways of support for students and families- various support networks were strengthened: DHHS, Kindergarten Links, Family First, Council Support Agencies, Mental Health Agencies, Medical Teams, local schools, DET support pathways.

Wellbeing

Wellbeing of our students continued to be a major priority for 2018. Breakfast Club was continued, expanded and shifted to being operated by VCAL and ASDAN students. School Uniforms have continued to be encouraged, State School Relief being offered if required through an easy to order process, moving towards a new school uniform and ordering system and an easy to access uniform shop open regular hours. The Allied

Health Team has continued to expand and develop professionally with a further move in the area of the importance of using a variety of AAC's and professional learning of classroom staff. We further improved our Allied Health referral system for accessing services for families and student's needs, this had a direct impact on the way we conducted our medical processes, training and plans communicated with relevant staff. By refining the roles of our Music Therapist and Youth Worker, student wellbeing was embedded in the daily needs of individual students and behaviour plans/support pathways- directly linked to positive and improved student engagement. A Leading Teacher was appointed to over-see the Out of Home Care arrangements and was the direct link to the Lookout Centre. Whole school professional learning was provided for the whole staff. We were the first school in the Melton Brimbank network to undertake CUST –Cultural Understanding and Safety Training. This was conducted in Term 3 & 4 for the whole school to promote awareness of the aboriginal culture. We continued to raise awareness of the Child safe policies and procedures and regular opportunities to highlight areas of concern. By becoming a Pilot school for the Resilience, Rights & Respectful Relationships program, our staff were trained to deliver content throughout the school. Classes were involved in weekly sessions in all areas of the school. Through this program we saw the need to further educate our staff around Personal relationships so the introduction of the Family Planning Victoria program complimented these lessons. Staff are integral to the well being of our students so we also focussed on their wellbeing. Several planned staff functions were attended by many staff and specific staff wellbeing Professional Learning was conducted.

Financial performance and position

During 2018 Melton Specialist School submitted proposals for and won grants for specific small projects. These involved sporting events, and specific curriculum programs. The school continues to receive Advance funding which enhances teaching and learning within the Secondary Learning Centre. This grant is used to support access to the community, work experience, travel training and to further develop skills within Individual Learning Plan goals in the Learning Areas of Personal and Social Capability, Mathematics and Literacy.

The school also received equity funding which was used to run additional programs and various professional services for students.

In 2018 improvements to grounds have occurred with a new playground installation and other various improvements in preparation for the new buildings. Surplus funds will be utilised in 2019 to supplement the major building works which have been occurring as part of a VSBA redevelopment in addition to other major improvements to portables and buildings.

The students continued to run the cafe program as part of the VET hospitality program

For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 291 students were enrolled at this school in 2018, 104 female and 187 male.

12 percent of students had English as an additional language and 8 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.0	89.3	81.5	95.1

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	44.9	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English	Mathematics
	Percent	Percent
A	7.2	8.8
B	6.8	7.8
C	12.0	11.6
D	12.3	8.6
0.5	1.9	1.9
F	7.0	8.1
F.5	6.2	4.2
1	6.5	8.8
1.5	10.4	6.2
2	7.2	8.0
2.5	8.6	10.7
3	4.1	5.9
3.5	7.5	4.9
4	0.9	1.3
4.5	1.3	2.5
5		0.3
5.5		0.3
6		
6.5		
7		
7.5		
8		
8.5		
9		
9.5		
10		
10.5		
11		
11.5		
NA		

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	2015	2016	2017	2018	4 year average
Average number of absence days	28.7	32.5	23.6	30.1	28.7

Students exiting to further studies or full-time employment

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

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	86.7	87.8	100.0	100.0	93.6

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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$8,255,465
Government Provided DET Grants	\$1,966,611
Government Grants Commonwealth	\$7,486
Government Grants State	\$14,725
Revenue Other	\$68,338
Locally Raised Funds	\$82,123
Total Operating Revenue	\$10,394,747

Equity ¹	Actual
Equity (Social Disadvantage)	\$387,818
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$387,818

Expenditure	Actual
Student Resource Package ²	\$7,988,841
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$16,653
Consumables	\$148,533
Miscellaneous Expense ³	\$756,789
Professional Development	\$107,605
Property and Equipment Services	\$322,695
Salaries & Allowances ⁴	\$260,150
Trading & Fundraising	\$37,643
Travel & Subsistence	\$17,097
Utilities	\$46,519
Total Operating Expenditure	\$9,702,525
Net Operating Surplus/-Deficit	\$692,222
Asset Acquisitions	\$209,852

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$431,744
Official Account	\$43,544
Other Accounts	\$508,496
Total Funds Available	\$983,784

Financial Commitments	Actual
Operating Reserve	\$258,727
Other Recurrent Expenditure	\$19,702
Provision Accounts	\$0
Funds Received in Advance	\$45,024
School Based Programs	\$18,106
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$350,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$250,000
Total Financial Commitments	\$981,560

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 04 Mar 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 two 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 'NP'?

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

'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').