

# 2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 07 May 2024 at 02:36 PM by Brooke Briody (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 May 2024 at 07:09 PM by Jason Mallia (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities 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').

## Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Welcome to the vibrant world of Melton Specialist School (MSS), where energy and enthusiasm fuel our thriving school community! Located in Melton, a bustling urban area west of Melbourne just a short commute away from the CBD, MSS is a dynamic dual-mode specialist school that caters to students aged 4 to 18 with a range of abilities and talents.

Our school is a hub of diversity and inclusion, with a focus on supporting students diagnosed with mild/moderate to severe intellectual disabilities, Autism Spectrum Disorder, and additional physical and hearing and sight challenges.

With a rapidly growing enrolment, we started 2024 with nearly 400 students, we have become a beacon of opportunity and empowerment for young people from many different cultures and all walks of life, including those from Aboriginal and Torres Strait Island backgrounds and English as an Additional Language (EAL) learners.

At MSS, we're all about embracing change and overcoming challenges with a spirit of resilience and positivity! Our dedicated team of assistant principals, teachers, and learning specialists are led by the principal to work tirelessly to create a nurturing environment where every child can thrive and be the best that they can be.

From our innovative Allied Health Team and Student focused Student Engagement Team we're committed to providing a holistic educational experience that caters to the unique needs of each student.

Step through the doors of Melton SS and you'll be greeted by a carefully thought-out footprint of brick buildings, portable classrooms, and outdoor spaces that spark creativity and imagination.

Our VET horticulture group tends to our beautiful green spaces and a stunning sensory outdoor learning space, while our state-of-the-art Senior Secondary building offers further exciting pathways for our students to explore their interests via ASDAN, Victorian Pathways Certificate (VPC), and a variety of additional Vocational Education and Training (VET) programs.

Join us on this exhilarating journey of learning, growth, and community at Melton Specialist School! Together, we can continue to create a vibrant and supportive environment where every child can shine bright and be heard.

Celebrating our students is the heart of Melton Specialist School.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, our focus was centred around helping our students excel in their communication skills!

We concentrated on individual assessment recording sheets, teacher drop-in sessions, and coaching. We even had fun developing an interactive Core Word Board to ramp up communication skills, which has now been consistently utilised by 'every' staff member and supersized and dotted around our school grounds. We achieved this, in large, to the continued feedback from our amazing families.

And guess what? All that hard work paid off! Our students smashed their communication ILP goals like never before, soaring from 55% to a whopping 78%!

But, it wasn't just about communication goals. We also made sure to boost teacher superpowers in assessment skills! We ran surveys, had deep dive discussions, and even used video magic to track progress!

And let's not forget about those personal and social ILP goals, because every student's journey is unique, and every day we are here to support them every step of the way!

#### **AIP 12-Month Mission:**

**Target 70% Student Growth in Number and Algebra!**

#### **CURRICULUM MEETINGS**

- Teacher toolkit established and provided to teachers that includes HITS Overview, whole school focus identified (Number and Place Value), Victorian Curriculum Levels and Content Descriptors (Number and Place Value), and example resource bank (money and financial matters).
- Groups and Leaders assigned to support with fortnightly team planning opportunities.
- Learning Walkthroughs Established – LS's leading a walk-through modelling two practical activities in their classroom for MSS staff.

#### **PROFESSIONAL DEVELOPMENT**

**RESOURCE BANK:** Demonstrating how to use the resource bank template, including Victorian Curriculum Levels, Assessment and Applied Learning Opportunities. Staff engaged in "I Notice, I wonder" Protocol (resource banks)

TOP 10 MATHEMATICS: Whole days of hands-on learning activities for Classroom Teachers and Education Support Staff organised

TOP 10 MATHEMATICS: Literacy books purchased, and hour PDs organised demonstrating how to utilise these resources in lessons

#### **MELTON FRESH FOOD**

- Set-up of store established
- Bookings and Ordering system implemented
- Curriculum Guide developed and shared with other members of the Leadership Team for their input in relevant AIP areas
- Professional Development session for the whole school demonstrating how this resource can be utilised to support number and algebra teaching and learning and individual ILP goals.

#### **RESOURCE ROOMS**

- Resource room set up with new shelving, clear layout of content descriptors, colour-coded resources to Victorian Curriculum Level, easily accessed by staff.
- Teacher APT room with teacher resource books
- Teacher preparation room with photocopy materials

#### **CURRICULUM PLANNING**

- Redeveloped curriculum maps to look the same across the school
- Linking “days we recognise” in the curriculum maps with a clear yearly plan for the whole school.
- Introduction of theme-based learning

**AIP 12-month Target: Increase the staff opinion survey results to 50% of positive endorsement - Understand How to Analyse Data**

#### **PLC**

- PLC Leaders and Groups established
- Fortnightly agendas developed for the Term focusing on: The exploration of Vic Curric. – Number and Algebra, Examples of Tasks/video samples to discuss what level the student is working at, developing tasks for ‘Teacher Table’, what does the data show?

#### **ASDAN**

- Revision of Curriculum maps and projects
- Modelled to Lindsay how to provide feedback with ASDAN evidence collection
- Discussed PL opportunities for evidence collection
- Developed checklists to support evidence collection

#### **VPC**

- Revision of Curriculum maps and projects
- Supported VPC team with establishing assessment tasks for certificate completion
- Developed overview of VPC Competencies achieved to track progress of Certificate

#### **SENIOR SECONDARY**

- Developed initial template for “Pathways Checklists” to support students moving into Senior Secondary Programs
- Supported LS with further development of “Pathways Checklists”
- Supported AP and Pathways ES with previous templates of data collected for post-school data (post-school destination and follow-up 6 months later)

#### **Careers Education**

- Supported LS with preparing staff for Career Action Plans
- Review CAPS and teacher feedback on how this can be modified
- Discussed the vision of utilising My Career Portfolio with LS and Pathways ES as an assessment tool that will also incorporate students' resumes as Data.

## **Wellbeing**

The past year has been an exciting journey of growth and expansion for the Student Engagement Team, as we welcomed new members and solidified our presence within the school community.

By Term 4, our team had reached unprecedented numbers, boasting a diverse lineup including a Social Worker, two Youth Workers, a Mental Health Practitioner, a Cultural Leader, an NDIS Navigator, and a Mental Health and Wellbeing Leader. This dynamic group not only brought fresh perspectives but also enabled us to extend our reach and impact.

Throughout Term 4, we focused on clarifying the roles and responsibilities of our new members, ensuring a seamless integration into our team. Concurrently, we diligently educated our staff and school community on accessing support for students and families, underscoring the importance of timely interventions. We will continue to create links via the School Website.

A pivotal development during this period was the implementation of a simple whole-school referral system, streamlining the process of seeking support for students and families. This enhancement facilitated swift responses from our team, ensuring students and families have easy access to a variety of supports.

We took our engagement to new heights by embedding ourselves across all facets of school life, from yard breaks to excursions, and from transition periods to individual and small group activities. Our focus areas spanned crucial topics such as social media literacy, responsible music consumption, vaping education, and comprehensive pathways of support for mental health concerns. In tandem with these efforts, our commitment to amplifying student voices remained unwavering. We actively fostered student-led initiatives, empowering them to develop leadership skills and engage in peer mentoring during break times and cross-age sessions. Additionally, the completion of the Attitudes to School Survey (ATOSS) by all MSS students aged 12 and above provided valuable insights. It underscored the importance of prioritising student voice, especially as we transitioned to the Disability Inclusion funding model.

Furthermore, our involvement extended beyond the confines of the school, with participation in community-wide celebrations such as Harmony Day and RUOK Day. Collaborations with Melton Youth Services further enriched break activities and facilitated connections to social endeavours outside of school.

In line with our commitment to holistic wellbeing, we launched the Wellbeing Dog Program with a clear vision to foster happiness, confidence, and responsibility among staff and students. Bunji, our beloved Well-Being Dog, became an integral part of school events, spreading joy and providing opportunities for emotional and social growth.

Meanwhile, our Allied Health Team remained steadfast in their mission to enhance student engagement and attendance while supporting the PSD process. Through individualised support, group activities, and professional learning initiatives, they have improved student's access and participation in all school programs.

In response to the evolving needs of our students, we proudly welcomed two Occupational Therapists to directly support both staff and students. Additionally, our speech pathology services were strategically optimised, leveraging the expertise of allied health assistants under the guidance and supervision of our sole therapist to provide direct support.

The involvement of our Allied Health Team proved instrumental in nurturing an inclusive environment where students with complex mobility needs were seamlessly integrated into school life. Notably, a tailored movement program for secondary students utilising wheelchairs was developed, promoting both physical activity and a sense of belonging.

Our Occupational Therapy team spearheaded an energetic bike education program during the latter half of the year. This initiative not only encouraged movement but also fostered well-being and engagement among participants, culminating in an exhilarating bike excursion.

TrasformUs was an evidence-based practice, our team collaborated with researchers from Deakin University on a groundbreaking project. This study delved into the correlation between increased movement during learning tasks and its potential impact on academic outcomes and student well-being, further solidifying our dedication to holistic student development.

In summary, our endeavours in Term 4 and throughout 2023 underscore our collective commitment to developing a supportive, inclusive, and thriving learning environment for all our students. Through innovation, collaboration, and an unwavering focus on well-being, we remain dedicated to empowering every student to reach their full potential.

## Engagement

First up, Student Attendance! We kicked off 2023 with a bang by introducing Compass Pulse, a game-changer for our staff in analysing student attendance data.

Our staff jumped right in, honing their skills in deciphering attendance patterns at both the individual and whole class level. Through various teacher meetings, we brainstormed strategies to boost attendance and promote a culture of punctuality in our classrooms and continued to make plans for 2023 and beyond.

Plus, we revamped our attendance process, equipping teachers with the tools they need to accurately record attendance and intervene when needed. Reminder notes were continually put into newsletters and the importance of attendance highlighted at Term SSGs and Care Team Meetings.

Building on the momentum from 2022, we doubled down on strengthening communication with our MSS families. From Zoom/Webex principal information sessions to specialised workshops, we worked hard at keeping our parents in the loop.

Our Community Connections group delivered sessions covering everything from community awareness, mental health strategies for professional learning to occupational therapy, and let's not forget our innovative monthly food bank store which was accessed by our families in need!

TEACCH took centre stage as we continued to uphold a common Teaching and Learning framework at MSS. Structured TEACCHing became our common structures, providing a consistent approach to classroom organisation and student independence.

We tailored professional development to meet the needs of both seasoned staff and newcomers, ensuring everyone had the tools to succeed. With formal TEACCH training sessions and fidelity checklists, we're ensuring our staff are equipped to deliver first class support to our students.

The learning environment at MSS continues to be strengthened by the implementation of TEACCH. Even as we navigate staffing challenges, our commitment to consistent structures has never wavered. The feedback from our growing student body is very positive. It's been overwhelmingly positive, reaffirming the transformative impact of TEACCH on student learning and wellbeing.

### **SWPBS**

Melton Specialist School has received 'Gold Recognition Status' for the implementation of school-wide positive behaviour supports for the years of 2022 and 2023.

Staff at MSS understand the impact that SWPBS has on student engagement and well-being, and the impact of teaching expected behaviours, and acknowledging expected behaviours are more likely to increase positive student outcomes. MSS has a Tier 1 SWPBS team, as well as a Tier 2/3 SWPBS team who are designed to cover all areas of our large school.

These teams work together to evaluate and analyse student behaviour data using Compass Pulse and identify key areas that require attention. The implementation of SWPBS has allowed students to experience a positive, safe and orderly learning environment that is not interrupted by unexpected behaviours, allowing all students to engage in their individualised programs.

In summary, 2023 has been a whirlwind of innovation, collaboration, and boundless energy at MSS. With our eyes set on 2024 and what opportunities it will bring, we're poised to continue pushing the boundaries of student engagement and success.

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## **Other highlights from the school year**

Opened Melton Fresh Foods

Opened new Secondary building

7 students and 3 staff attended a Wilson's Prom camp, hiking for 4 days.

A major leadership experience was our leaders attending SPPIKE impact for staff and community. This was to improve the culture and cultural practices across our school.

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## **Financial performance**

2023 again resulted in our budget being in surplus. This was the result of inability to recruit Allied Health and education support staff and Classroom teachers. We used our Equity funding for Social Worker and Career Counsellor roles and to fund education support trainees to work as additional support in the classroom. We also used this to expand and run breakfast club program. Other spending occurred to provide Professional Learning for our Leaders to ensure they have the skills they need to provide coaching and guidance to staff to enable them to provide the best programs they can for our students. We continued contacts with the Laurels as our VET provider and the Western Cluster to support the Vocational Training of our students. Increased spending was required to maintain the physical environment with a large number of portables requiring significant work to be safe and secure learning spaces. We made significant investment to the grounds with the building of a new outdoor learning space which has an outdoor play area and learning areas. 40% of our portables had external paint works done. We partnered with Woolworths to open a small onsite school supermarket. We received the Advance Grant enabling our secondary students to participate in travel training and offsite activities. The school continues to provide funding to support the Well-Being Dog program and employ an ES staff member to ensure this program impacts our goals to increase student attendance. We introduced several career taster programs to our secondary students and introduced or continued many physical activity programs such as rock climbing, sailing, expanded bike programs, increased swimming and water education programs, horse riding, gymnastics, and dance.

# Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 356 students were enrolled at this school in 2023, 102 female and 254 male.

22 percent of students had English as an additional language and 7 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).

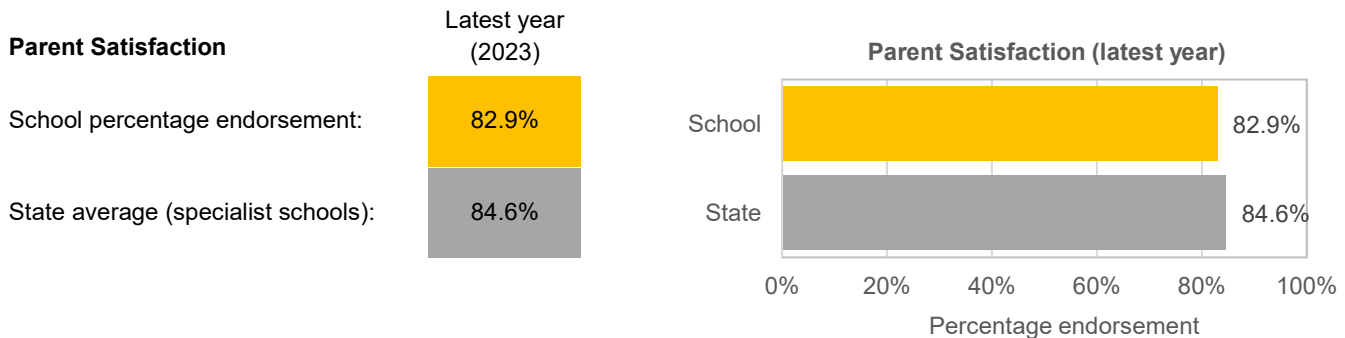
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

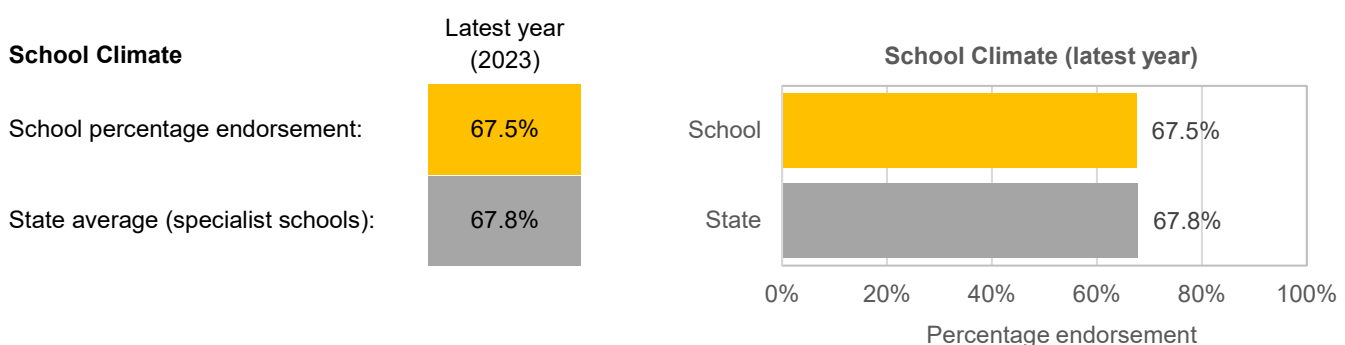


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.





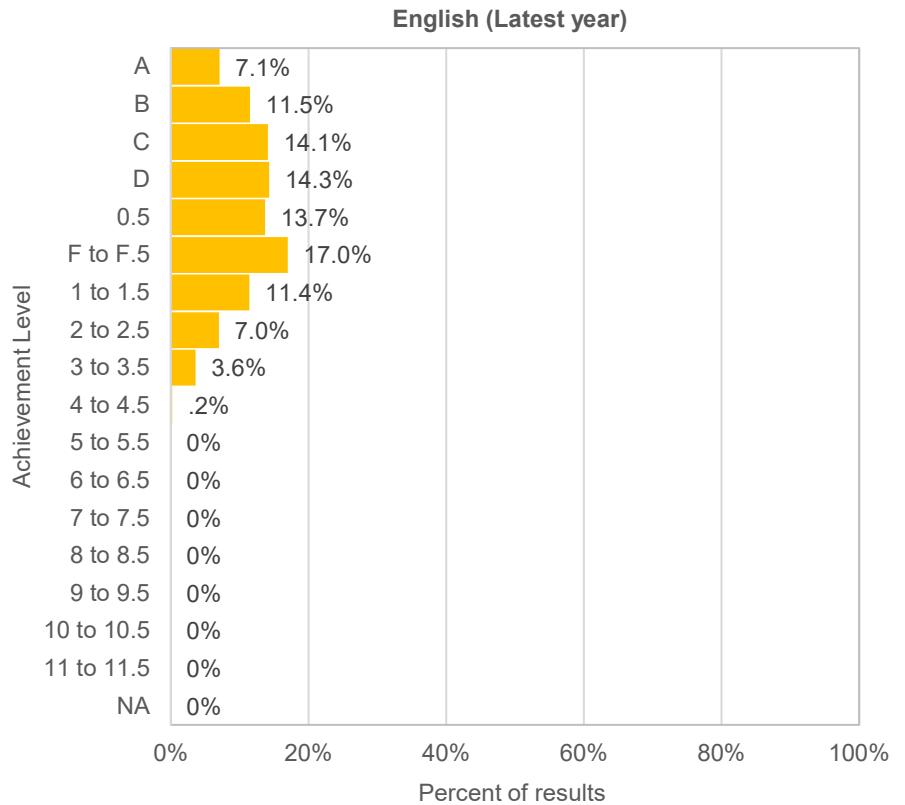
## LEARNING

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

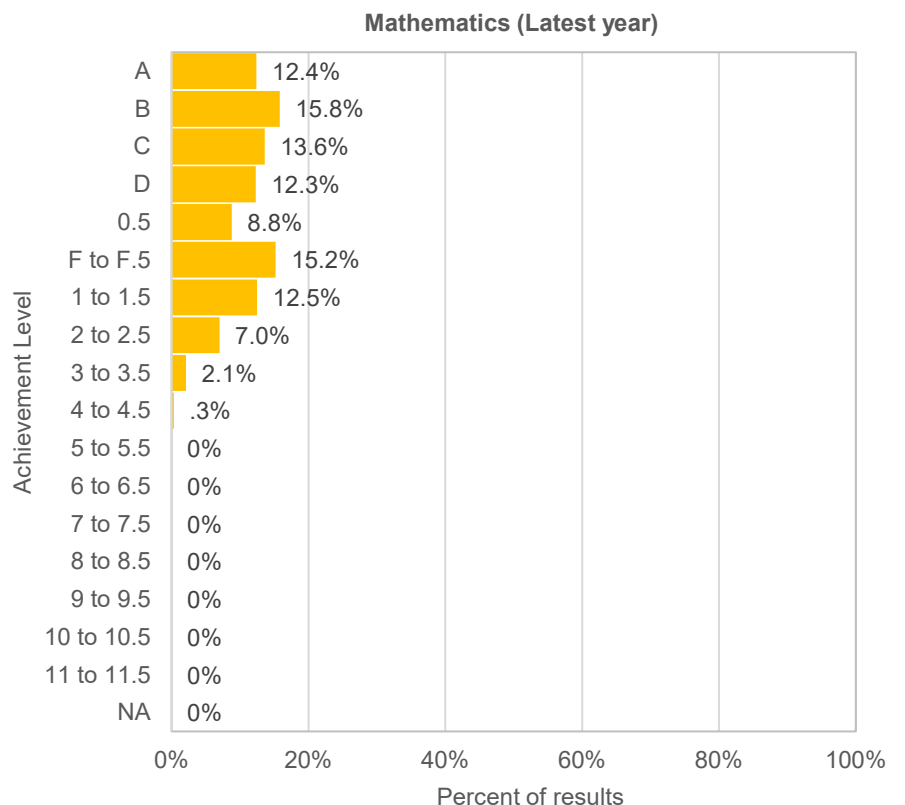
#### English

Achievement Level	Latest year (2023)
A	7.1%
B	11.5%
C	14.1%
D	14.3%
0.5	13.7%
F to F.5	17.0%
1 to 1.5	11.4%
2 to 2.5	7.0%
3 to 3.5	3.6%
4 to 4.5	0.2%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2023)
A	12.4%
B	15.8%
C	13.6%
D	12.3%
0.5	8.8%
F to F.5	15.2%
1 to 1.5	12.5%
2 to 2.5	7.0%
3 to 3.5	2.1%
4 to 4.5	0.3%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## 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	2020	2021	2022	2023	4-year average
School average number of absence days:	29.1	25.6	36.7	38.8	32.9

### Students exiting to further studies or full-time employment

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

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

Student Exits	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	100.0%	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$18,632,548
Government Provided DET Grants	\$4,030,464
Government Grants Commonwealth	\$630
Government Grants State	\$11,800
Revenue Other	\$132,264
Locally Raised Funds	\$52,209
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,859,914</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$544,598
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$544,598</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,781,187
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$84,669
Communication Costs	\$26,055
Consumables	\$279,247
Miscellaneous Expense <sup>3</sup>	\$87,038
Professional Development	\$99,755
Equipment/Maintenance/Hire	\$210,624
Property Services	\$452,220
Salaries & Allowances <sup>4</sup>	\$336,492
Support Services	\$1,693,822
Trading & Fundraising	\$8,277
Motor Vehicle Expenses	\$73,667
Travel & Subsistence	\$72,547
Utilities	\$167,082
<b>Total Operating Expenditure</b>	<b>\$19,372,682</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,487,232</b>
<b>Asset Acquisitions</b>	<b>\$715,944</b>

- (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 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$589,379
Official Account	\$55,681
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$645,060</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$531,022
Other Recurrent Expenditure	\$131,032
Provision Accounts	\$0
Funds Received in Advance	\$72,506
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,034,560</b>

*All funds received from the Department of Education, 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.*