

# 2023 Annual Report to the School Community

School Name: Rosamond Special School (4792)



- 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 02 April 2024 at 04:26 PM by Louise Dingley (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 17 April 2024 at 01:06 PM by Brett Morris (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

Rosamond School is a day special school. Our mandate is the provision of exemplary individual programs for our students - young people with a clinically diagnosed mild or mild/moderate Intellectual Disability whom live in the Inner West of Melbourne. This is a factor that impacts significantly on our student numbers, as the eligibility of our students to qualify for our setting is based on a Full Scale Intelligence Quotient (FSIQ) of 50-70. Some students only qualify under this criteria for short term eligibility and, therefore, are unable to remain at Rosamond Special School, as a result. Depending on their capacity, they transition to the most suitable setting based on their most recent assessment and knowledge of the student and their specific needs. Many of our students are also diagnosed with Autism Spectrum Disorder (ASD), Down Syndrome, Chromosomal disorders and/or Cerebral Palsy. Although the demographic of the area in which our school is located has confirmed levels of extreme disadvantage, many of our students are transported from Altona, East Keilor, and Williamstown, therefore the diversity of the school's community is vast. The culture of our school is generally calm with vibrant and energetic undertones.

The SFO (Student Family Occupation and Education) Index, according to the Panorama Report in 2020 it was 0.4840; in 2021 it was 0.4893; the SFOE in 2022 was 0.4811 and in 2023, the SFOE was 0.4462. The school, with more than 80 teaching and ancillary staff, has a current enrolment of 146 full time students and 8 part time students who have a dual enrolment with other schools, including Catholic settings. In 2024, our staff FTE is 67.45. This is made up of two Principal Class Officers, 30 teachers (some of whom are fractional and/or Leading Teacher class) and 50 Education Support staff (also including fractional staff and excluding those individuals who are currently on leave). Within our support staff profile, the majority of Education Support (ES) staff are on time fraction allocations of less than 1.0, due to program requirements and/or individual personal situations. Of the 50 ES, we have six Allied Health Professionals, consisting of both Occupational and Speech Therapists (excluding one who is on Family Leave currently).

All teachers are qualified and meet the registration requirements of VIT except for four graduate teachers currently undergoing registration. Allied Health services available to support students (and their families), in 2023, included Speech Pathology, Occupational Therapy, and Mental Health Practitioners, via the implementation of two Learning Specialist roles focusing on Student Wellbeing, Inclusion and Engagement. The school still utilises the expertise of the DoE Student Support Services (SSS) hence maintaining ongoing access to a Psychologist who visits the school fortnightly. Our staff numbers do not include those who are employed via the Local Payroll. In 2023, this consisted of two part-time employees who were both education support officers. In 2024, our Local Payroll has increased to five staff, due to one of the most familiar Casual Relief Staff agencies closing their practice.

Our student population was 146.2 in February 2023 (150 individuals) and was 143.8 by August census 2023 (increased to 153 individuals) due to dual enrolments altering the student population based on their time fractions. Of this student population, 44 students were/are of EAL (English as an Additional Language) backgrounds and 4.0 students identified as ATSI (Aboriginal and Torres Strait Islander). Student attendance was trending upwards in 2022 (0.8 unapproved absences), however, there was a 4% decrease in 2023, which would have been impacted by students who are medically and/or traumatically vulnerable being unable to attend on a daily basis and extended holidays for specific families. Our attendance records are reliable, due to improved parent communication and understanding of requirements, as well as more consistent school practices.

Throughout 2022 and 2023, the school was a part of a Capital Buildings Project. As a result, there was much change to the physical environment as existing buildings were refurbished and new spaces constructed. The development was a \$10 million project and culminated in the school gaining a Library, Performing Arts and STEM centre, a new Secondary building and Sensory Pods throughout the Primary and Secondary sections of the school. Other spaces were upgraded and now the school boasts a commercial grade kitchen, Gross Motor Facility and a redeveloped oval, which includes a bike path.

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

### Learning

Our vision is for exemplary learning to be delivered by outstanding and dedicated staff inspiring all to be confident, resilient and independent individuals, valuing self and others. We provide an inclusive, safe and supportive environment for all to reach their full potential at school and beyond. Our values are: Honesty; Acceptance; Respect; and Trust. All classes from nominally P-12 operate under a Primary model and have one significant generalist teacher. Each week is split into approximately 25% Literacy, 25%

Numeracy, 25% Personal and Social Capabilities, 15% specialist classes and 10% on the Unit of Inquiry or specific areas focusing on developing an independence skill set.

Across all sections of the school, programs such as Canine Comprehension, Bluearth, Swimming have become part of our regular curriculum practice. Our café program and work placement continued in 2023 and the school continued to enhance its involvement in VET (Vocational Education and Training) via our trained staff providing our students a school based VET program. Our Interschool Sports and End of Year Activity Programs enhanced student opportunity to engage in the community and promote both gross motor skill development and communication. These opportunities also promote student awareness in relation to life-skills and are transferable beyond the school yard.

All staff Performance Development Plans were aligned with the SSP/AIP and the process for review was once again a structured and supportive one. Communication is open and authentic, and we continued to ensure that all leadership were approachable, informed, and mindful. An extension of this is the inclusion of our Allied Health Team in classrooms and section meetings, to build the capacity of students and staff within the classroom, rather than withdrawing individuals for 1:1 therapy. Improved communication practices between the school and its learning community have continued to evolve particularly in relation to the increased uptake of state school's relief support. Improved communication platforms such as Seesaw and the newly redeveloped website are assisting to improve the communication and connections we have with our families and affiliated external organisations.

The ongoing implementation of our Instructional Framework continued to promote consistency of practice and understanding of best practice pedagogy to further improve student outcomes. This is complemented using common templates, up to date schedules and improved documentation that can be accessed by all. Targeted Professional Development (PD) was offered throughout the year, both internally and externally, and the school budgets accordingly to accommodate the needs of both teaching and non-teaching staff, to ensure that all have access to learning opportunities to ensure the building of capacity (strategically). Internal Professional Learning (PL) is offered weekly, via our Allied Health and Leadership Teams as well as DET and/or relevant external providers. Collaborative opportunities, such as our weekly Section and Professional Learning Team (PLT) meetings are inclusive of an agenda and minute taking, to ensure accountability and productivity. This also provides clarity and consistency, promoting knowledge and understanding, and the opportunity for enhanced communication practices, within and across all sections of the school.

## Wellbeing

The Organisational Health Surveys completed were the staff opinion survey and the internal whole school student opinion survey (in lieu of the AtoSS).

The internal student survey utilises the same factors that are included in the Department of Education student survey, but our students from foundation to year 12 complete it. The results in 2023 were once again very pleasing with positive results in all factors being over 81%. In particular, 94.8% of students responded that "My teacher helps me understand things" and 92.3% responded that "My teacher looks after me". In addition 84.5% of students responded that "I feel safe at this school".

Staff survey results for 2023 cannot be compared to that of previous years necessarily, due to additional staff being new to the setting and many having difficulty understanding the questions. In addition, Leadership was impacted for five weeks during the completion of the survey, with the Principal being on leave, whilst acting at another special setting. This can impact a school culture by way of uncertainty, regardless of the message being shared with staff at the time. School climates are always vulnerable when 'change' is taking place, despite assurances. Staff mental health continued to be a focus during 2023 with particular attention to mindfulness, self-care, perspective and opportunities for reflection. A highlight in the area of achievement was the recruitment of new/additional staff throughout the year, despite challenging times across the state. Positive staff retention is cause for celebration.

Unfortunately minimal parents completed the parent opinion survey in 2023, which does not provide an accurate account of the school's outcomes in this area. However, favourable feedback is constantly provided anecdotally. The area of Parent engagement and communication continues to be a focus, as the challenge remains in having parents/carers attend regular events and/or engage in communication modes, such as our SeeSaw APP and reading of the fortnightly Newsletter. Additional events are planned for 2024.

Our ongoing commitment to student engagement and wellbeing, particularly in relation to positive mental health saw the continuation of programs such as Canine Comprehension (pet therapy) and Bluearth (mindfulness through physical activity). In addition a whole school approach to the inclusion of Smiling Minds practices in classroom continued to be implemented throughout the year. Our Allied Health focus paid particular attention to self awareness and regulation, once again, and DIRFloortime was trialled for the first time in EarlyYears classrooms. The ongoing inclusion of interventions such as Handwriting Without Tears and

Interception, particularly in the Primary section of the school, gained momentum by way of student engaging in these approaches and the building of staff capacity as well.

## Engagement

Student approved absence was at 98% in 2023, however, during December our Office Manager became ill and was absent unexpectedly for the remainder of the year, impacting the data entered on CASES21. This resulted in inaccurate information in relation to student absence and the indicated pathways of our Senior Secondary students. This situation will be rectified in 2024, as a second staff member working in the office is becoming more accustomed to accurate data entry. However, it is (and was) clear that our attendance data continues to be impacted by families who travel overseas for extended periods of time.

A variety of programs were maintained from previous years, such as Global Citizenship, Bluearth, Canine Comprehension, and the End of Year Activities Program for students, was once again successfully held at Rosamond with each section of the school providing a number of leisure/sporting/cultural activities for students. The highlight event for our senior students and their families was the 2023 Graduation evening held at an external venue. With only seven graduates in 2023, the event was quite intimate and well attended by the relevant families, carers and staff. An additional highlight was the extension of transition activities throughout the school, which included our pre-Foundation students; our Year 6 to Year 7 students (Primary to Secondary) and our Year 10 to Year 11 students, which led to having three senior secondary classes in 2024, one of the largest post-compulsory cohorts in years.

A future focus in the area of engagement is to continue to improve the programs that we are able to deliver and to continue to enhance student voice, advocacy and agency. In 2023, our Student Representative Council (SRC), which is made up of six students from both our primary and secondary sections of the school, continued to go from strength to strength. The SRC, once again, provided a voice for the students to the school leadership and the school council in matters of interest to the student body. The SRC is an ongoing fixture of the school to continue to further improve our student-centred practices. The students led several events for their peers and also planned and coordinated our annual picnic, which was a great success with improved attendance in 2023, as a result of their efforts, ideas and commitment to the occasion.

A highlight new to Rosamond in 2023 was the inclusion of an Art Therapy program, as a result of School Focussed Youth Services (SFYS) support. The initiative was well received by both students and staff and was offered to our students in the Secondary section of our school, aged between 14 and 16, who are typically less independent; non-speaking and more sensory. The results of the program were incredibly positive with students demonstrating improved outcomes with respect to communication, connectedness and independence, due to the approach specifically. This is a program that we will endeavour to offer again, if/when the resources are available to us.

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## Other highlights from the school year

Annual events such as Harmony Day/Week, the whole school picnic, Book Week and hosting a Careers Expo were highly successful and noteworthy in 2023. Our annual picnic event is now solely organised by our SRC is greatly attended, due to their efforts and enthusiasm towards and for the event. Other annual events coordinated by staff were further improved predominantly due to the improvement in our Leadership framework, including Learning Specialists with a focus on Student Wellbeing, Inclusion and Engagement. A greater leadership team available to both the Primary and Secondary sections of the school, for staff and students, proved to be an investment in a more positive future.

In addition, our ongoing commitment to student engagement and wellbeing, particularly in relation to positive mental health via the continuation of programs such as Canine Comprehension (pet therapy) and Bluearth (mindfulness through physical activity), and the ongoing input from our Allied Health team(s) are well supported by all in our learning community. The focus on approaches such as Handwriting Without Tears and Interception, being embedded within our curriculum, along with the introduction of DIRFloortime as a first in a Victorian school, gives much cause for celebration. Introducing new practices is not without its challenges, however, the commitment of specific staff to such initiatives, driven by passion and improved expertise, enthruses many and makes for an exciting future.

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## Financial performance

The Rosamond School bank balance as at 31/12/23 was at \$1,002,371.90. The Schools Operating Reserve was at \$181,328, after making a credit to cash transfer of approximately \$600,000 in September 2023. The credit to cash transfer was made with the

knowledge that our capital buildings works project (2022-2023) would not cover some much needed works within the school and that the new Disability funding model would show our Student Resource Package (SRP) to be in a great deficit at the beginning of 2024, as students being reviewed for funding were still awaiting 'a process'. The new process would provide a tiered level of funding (Tiers 1-3) rather than Levels 1-6, as in the past. We received \$84,100 in Tier 2 funding in 2023. The majority of our students should receive Tier 3 funding, once assessed/reviewed. Approximately 30% of our students are awaiting their first Disability Inclusion Profile (DIP) process and more will be known about the outcome for each student once each DIP (ie: review) is held in 2024. The school receives Equity funding as a result of our SFO and SFOE and these funds are used accordingly to support our student body and are accounted for within the AIP documentation. Equity funding (\$56,705 received in 2023) is mainly utilised to fund our Allied Health Program which focuses on supporting student wellbeing and engagement, predominantly. This partly funds the employment of one of our six Allied Health staff members. The majority of our SRP is used to ensure that staffing is aligned to deliver relevant programs and support of our students relative to their needs. Additional funds are allocated for student transportation. Once again, school levies were difficult to collect from families due to the Department's parent payment advice, making all payment voluntary. This impacted our incoming revenue markedly, once again in 2023. We were fortunate, however, in gaining full subsidy for our Blueearth program in 2023, due to funding made available by the organisation itself and the positive relationship the school has with the body. This saved the school \$12,500 in 2023 but will not be available in the future.

**For more detailed information regarding our school please visit our website at**  
<https://rosamond.vic.edu.au>

# 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 146 students were enrolled at this school in 2023, 59 female and 87 male.

28 percent of students had English as an additional language and NDP 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).

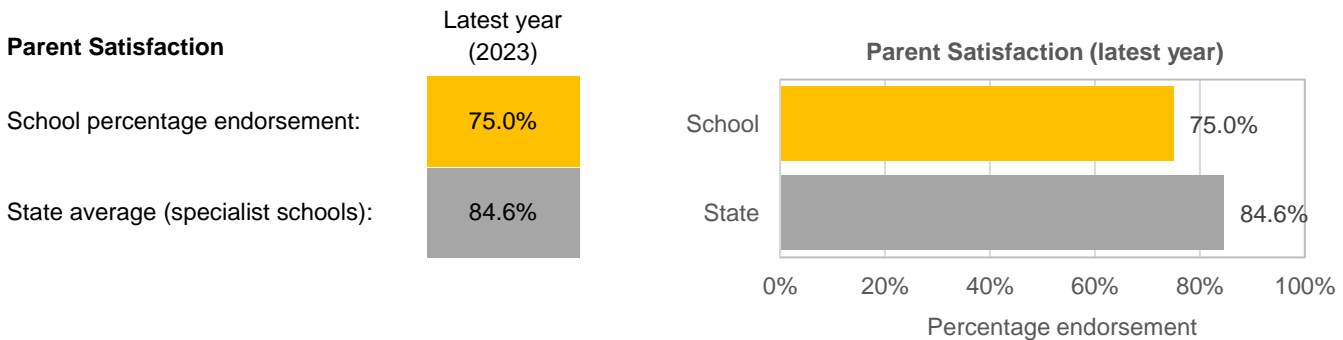
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

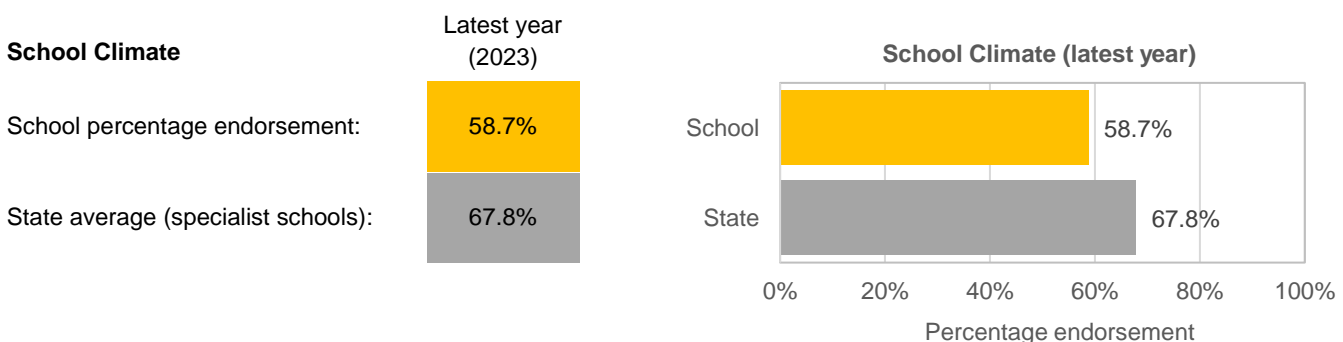


### School Staff Survey

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.





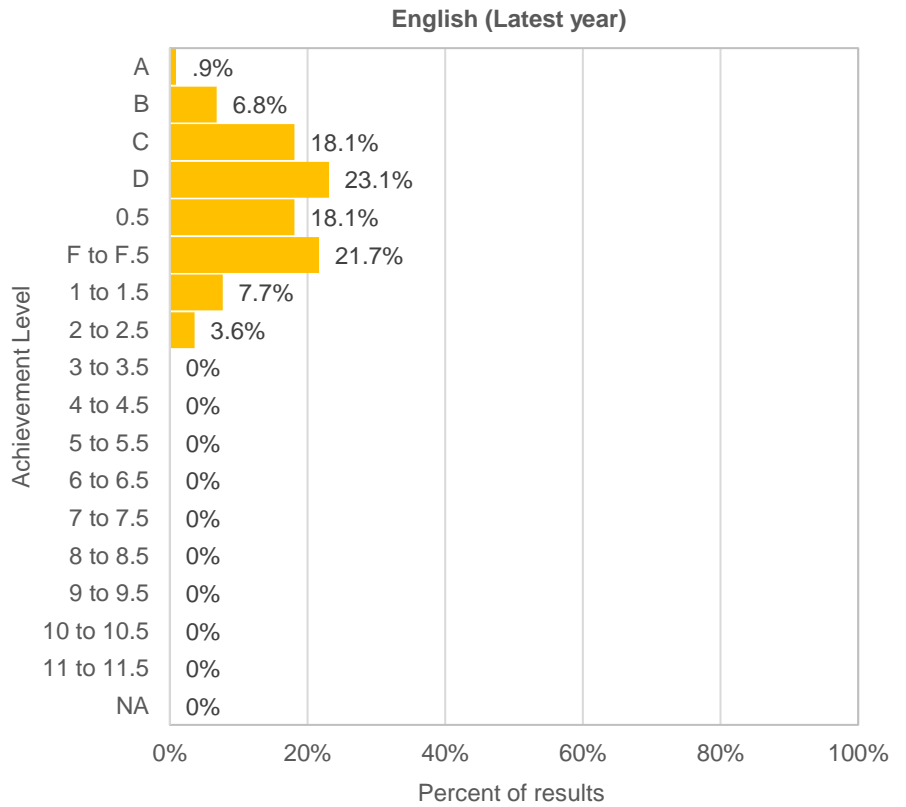
## LEARNING

### Teacher Judgement of student achievement

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

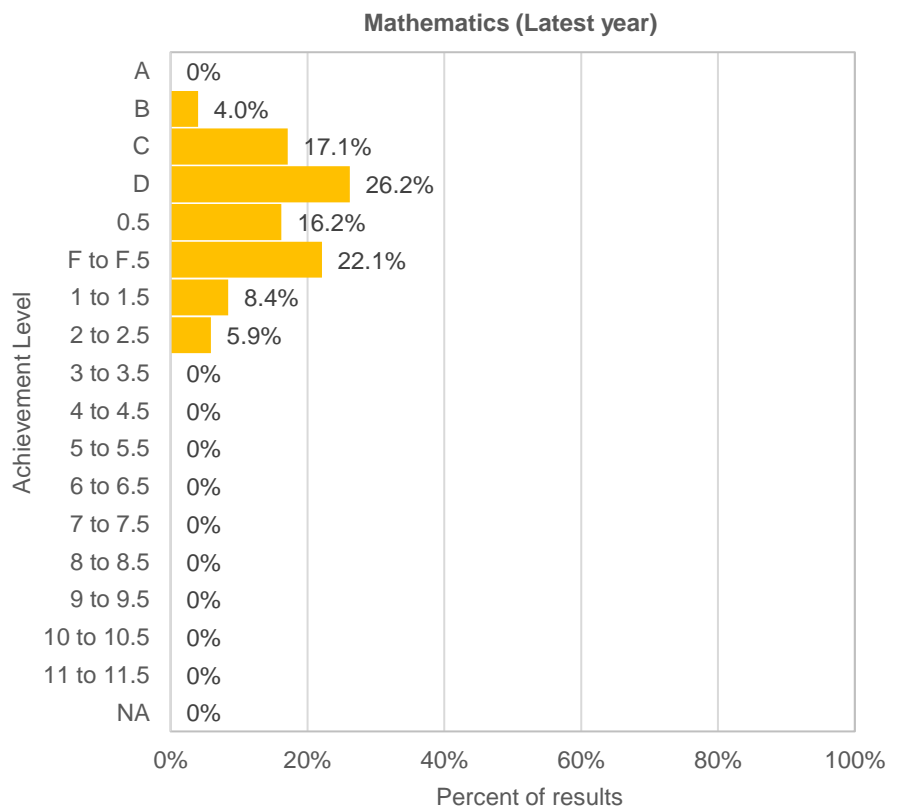
#### English

Achievement Level	Latest year (2023)
A	0.9%
B	6.8%
C	18.1%
D	23.1%
0.5	18.1%
F to F.5	21.7%
1 to 1.5	7.7%
2 to 2.5	3.6%
3 to 3.5	NDA
4 to 4.5	NDA
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	NDA
B	4.0%
C	17.1%
D	26.2%
0.5	16.2%
F to F.5	22.1%
1 to 1.5	8.4%
2 to 2.5	5.9%
3 to 3.5	NDA
4 to 4.5	NDA
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:	19.4	14.6	35.4	31.5	25.6

### 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%	91.7%	100.0%	100.0%	97.6%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,350,551
Government Provided DET Grants	\$1,305,369
Government Grants Commonwealth	\$8,421
Government Grants State	\$0
Revenue Other	\$50,512
Locally Raised Funds	\$30,050
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,744,903</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$53,412
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$53,412</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,163,815
Adjustments	\$0
Books & Publications	\$1,083
Camps/Excursions/Activities	\$39,338
Communication Costs	\$5,596
Consumables	\$83,113
Miscellaneous Expense <sup>3</sup>	\$24,452
Professional Development	\$20,103
Equipment/Maintenance/Hire	\$267,765
Property Services	\$144,045
Salaries & Allowances <sup>4</sup>	\$68,673
Support Services	\$427,099
Trading & Fundraising	\$20,334
Motor Vehicle Expenses	\$39,082
Travel & Subsistence	\$10,373
Utilities	\$47,331
<b>Total Operating Expenditure</b>	<b>\$7,362,200</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$382,703</b>
<b>Asset Acquisitions</b>	<b>\$106,831</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	\$967,044
Official Account	\$35,328
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,002,372</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$181,328
Other Recurrent Expenditure	\$4,726
Provision Accounts	\$0
Funds Received in Advance	\$150,155
School Based Programs	\$600,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$986,210</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.*