

2021 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 (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 2021 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 April 2022 at 01:59 PM by Louise Dingley (Principal)

- This 2021 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 13 April 2022 at 01:27 PM by Brett Morris (School Council President)

How to read the Annual Report

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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'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').

About Our School

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. 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, the culture of our school is strong, vibrant and energetic. The SFO (Student Family Occupation and Education) Index, according to the Panorama Report, in 2018 was 0.5505; in 2019 it was 0.5257; in 2020 it is was 0.4840, in 2021 the SFOE index was 0.4811.

The school, with more than 50 teaching and ancillary staff, has a current enrolment of 137 full time students and 2 part time students who have a dual enrolment with other schools including catholic settings (February 2021 Census). In 2021 the school employed 54.65 FTE staff – 2.0 Principal Class Officers, 21.94 teachers and 30.71 Education Support staff. Of these staff, 11 Teaching Staff were on fractional time frames due to running Specialist Teaching Programs (2-3 days per week) or due to the fact that they were returning from Maternity/Family Leave and they intended on increasing their time fraction once their family was more established. Within our Support staff profile, 15 Education Support (ES) staff were on fractional time allotments (ten staff at 0.8; two ES Bus Transport Supervisor at 0.9; one ES at 0.7; one ES at 0.4 and two ES working in our Kitchen/Garden Program at 0.85 and 0.4 respectively). Historically, Education Support (ES) Officers were employed at Rosamond school at a time fraction of 1.0 rather than 0.8. From 2020, any new ES were employed at 0.8, as this ensures support for our students whilst saving on unnecessary costs associated with ES working beyond the hours required during the school day. For the year ahead (2022), our predicted dual enrolments are five Primary aged students and two in Secondary. Of these dual enrolments two are with Catholic Primary Schools.

Our student population was 137.2 in February 2021 and was 139.2 by August census 2021. However by December 2021 our student numbers were at 140.2. The remote learning periods once again led to increased enrolment due to some students with disabilities not coping with the mainstream school strategies for learning offsite. Within our student population there are 53% of students who have an EAL (English as an Additional Language) background and 2.9% students who identify as ATSI (Aboriginal and Torres Strait Islander) which is lower numerically than in 2020 due to the increasing student population.

Student attendance is trending upwards, particularly considering the fact that our enrolments are continuously increasing over the years and the future trend indicates that this is to continue. We have improved our understanding of the data input in relation to recording absences, since 2017. This has made our records more reliable and has improved parent communication, as well, as a result of consistent practices and expectations. Modifications to the data entry due to COVID related absences once again impacted our attendance data during 2021.

All teachers are qualified and meet the registration requirements of VIT. Allied Health services available to support students (and their families), in 2021, included Speech Pathology, Occupational Therapy, and a Mental Health Practitioner - as well as access to the Visiting Teacher Service and Student Support Services (SSS). Our staff numbers do not include those who are employed via the Local Payroll. In 2021, this consisted of one part time employee on a subsidised employment scheme through Uniting. This employee is a Rosamond School graduate working three days per week in our Kitchen/Café program.

Framework for Improving Student Outcomes (FISO)

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.

In all sections of the school, specific programs, camps, incursions and excursions, are offered to promote engagement in learning and independence. Programs such as Canine Comprehension, Blueearth, Swimming and Bike Education have become part of our regular curriculum practice. Café, work placement and community programs such as SBAT (School Based Apprenticeship Training) and Mentoring continue to provide ongoing opportunities and experiences for our students in realistic settings. Our Interschool Sports and End of Year Activity Program enhance student opportunity to engage in the community and promote both gross motor skill development and communication, as does the ASDAN program. These opportunities also enhance student awareness in relation to life-skills and are transferable beyond the school yard. Unfortunately due to government restrictions in terms 2 and 3 in particular in 2020 some programs were modified and/or could not be carried out

The vision of the school, SSP, AIP and FISO determine the focus of our meetings and/or Professional Learning, Professional Practice days and/or Curriculum Days throughout the year. All Performance Development Plans are aligned with the SSP/AIP and the process for review is a structured and supportive one. Communication is open and authentic and we ensure that all leadership are approachable, informed and mindful. There are several Roles of Responsibility that have been developed over time, to promote leadership opportunities and best practice. To promote teaching and learning and to enhance the outcomes for all, the school appointed a full-time Occupational Therapist (OT) in 2019, to work within the Allied Health Team, and with our students and staff. 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.

Positive relationships formed with Network schools have also developed since 2018. Liaisons with other Special settings, as well as mainstream schools, has enabled recognition of Rosamond School highlights, as well as the attainment of additional strategies to enhance our own practice both in and outside the classroom. Improved communication practices between the school and its learning community have also evolved with the development of a Welcome Pack, upon confirmed enrolment, to support both the student and their family. This pack includes a Parent Information Booklet and a Visual Booklet for the student transitioning. Additional resources, such as magnets for Student Transport contact details and our preferred social media platform complement the Newsletter and the (now more formally published) School Magazine and Student Diary. Such resources are assisting to improve the communication we have with our families and the connection that exists, as a result, but is also extending the awareness of our school with feeder Early Years providers.

Excellence in Teaching and Learning was the focus in 2020. The provision of a more structured approach to the school's daily organisation (since 2017) has provided staff with a consistent framework to collaborate and plan for our students. This includes lesson planning, assessment and discussions regarding pedagogy, to share our practice, which has enhanced the manner in which staff interact, analyse data and are accountable (to each other as well as to Leadership/DET expectations). The development and implementation of an Instructional Framework for the school (since 2018) is promoting consistency of practice and enhanced the understanding of best practice and improved pedagogy to improve student outcomes. This has been complemented by the use of common templates, up to date schedules and improved documentation that can be accessed by all.

Targeted Professional Development (PD) is 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. Additional PL is now accessed via the Professional Practice Days and through the Peer Observation Processes that were initiated in 2019.

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 sections.

In 2020 the school went through the review process in March and as a result developed a new strategic plan for the 2020-2023 period.

Progress was once again difficult to measure in 2021 as a result of the four lock down periods throughout the year. To cater for our students during the remote learning periods (and beyond) we moved to a dual mode provision of teaching and learning. This involved the creation of an electronic classroom platform and the provision of learning packages delivered/collected fortnightly by the school staff. The Organisational Health Surveys completed were the staff opinion survey and parent opinion survey. Student growth documentation was developed in 2020 to enable determination of growth inclusive of the academic achievement and the level of support necessary for that achievement. However, this was difficult to determine due to parental support during the remote learning periods.

Staff survey results for 2021 cannot be compared to that of previous years due to the nature of the year during the pandemic although the summary results attained were still very positive, particularly with respect to staff well-being which is evidenced by the results of our panorama report. Staff health again had an increased focus during 2021 with particular attention to professional learning, mindfulness, self-care and opportunities for reflection.

A highlight in the area of achievement was staff having a greater understanding of the curriculum development and review processes, collaboration skills development, professional learning and use of data to inform teaching. A curriculum review process is in place to track and monitor the curriculum impact and suitability regarding student outcomes. Our Learning Specialist input into the classroom observations, with respect to the focus and the feedback, and their support of colleagues with respect to classroom pedagogy and professional learning continues to be a highlight and an area of priority.

Engagement

A number of factors were addressed in 2020 and again in 2021, in the area of Student Engagement particularly with respect to accessing the curriculum both on and off site. Student absence was impacted by the pandemic however attendance did improve, as a result of enhanced practice in the area of student absence approvals and parents keeping the school informed of student movement. Student attendance improved by approximately 4%.

A variety of programs were either added to the regular program or expanded upon from previous years, such as, Garden Appreciation Program, Global Citizenship, Blueearth, Canine Comprehension and a social skills initiative entitled 7SEAS. Our Allied Health team was enhanced, via the introduction of a social worker via the mental health practitioner program introduced and funded by DET.

Some programs that relied upon external providers were only able to provide remote learning options or were only able to deliver onsite if they met the vaccination requirements. The End of Year Program for students was 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 was the 2021 Graduation evening held at an external venue which allowed for increased attendance numbers.

A future focus in the area of engagement is to continue to improve our programs and promote student voice and agency to assist us i.e.: inform teachers thus assisting their planning and implementation of the curriculum. During 2021 the guidelines for the development of a Student Representative Council (SRC) were developed with the view to implement in 2022. The SRC will provide a voice for the students to the school leadership and the school council in matters of interest to the student body.

Wellbeing

In 2021 the AIP goal in relation to wellbeing was: To optimise student wellbeing. The strategies employed by the school were to develop student ability to self-regulate and engage with the community; to further develop and embed whole school approaches to communication, collaboration and partnerships with stakeholders; to further develop pathways for students in, through and beyond the school.

- Improvements in communication technology such as upgrading the school website and including more opportunities to view audio visual materials supported parents/carers to better understand the needs of their child/ren particularly through the lockdown periods via our Seesaw app
- Allied Health were connected to families through the school's digital platforms and via email and phone

ensuring access to their knowledge and skills were enhanced during the remote learning periods particularly in relation to student sensory needs, anxiety and regulation

- Staff communication with parents was increased due to the availability of more platforms
- Knowledge and awareness of student self-regulation strategies continued to be enhanced via staff professional learning programs facilitated by our Allied Health team.
- Modification to our transition and orientation programs included a virtual tour on the school website to assist prospective families in selecting a suitable school for their child regardless of age and a specific foundation tour and remote learning orientation program
- The digital platforms provided opportunities for students to have contact with their teacher(s) and other students in a supported and moderated space.

Some aspects of the requirements, due to COVID restrictions, continued to enhance our practices with respect to the communication and connectedness of parents/carers as many were less likely to engage pre-pandemic.

Finance performance and position

The annual result was a \$72,447 surplus after making a credit to cash transfer of \$140,000 in September 2021. This was a year that we were able to pay off a deficit (from 2017), reconcile \$47,393 (due to unfunded students in 2020), increase staffing and better resource our programs due to the strategic management of our school finances. 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 is mainly utilised to fund our Allied Health Program which focuses on supporting student wellbeing and engagement, predominantly. The majority of our SRP is used to ensure that staffing is aligned to deliver relevant programs. Additional funds are allocated for student transportation.

More funding was used for stationary in 2021, due to the modification of our program delivery during the remote learning periods. In addition, school levies were difficult to collect from families, as the majority of our students were not attending on-site, hence gaining finances for activities not able to be carried out seemed unwarranted. School Council had to write off much debt, as a result of the circumstances.

For more detailed information regarding our school please visit our website at
<https://www.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.

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 138 students were enrolled at this school in 2021, 45 female and 93 male.

30 percent of students had English as an additional language and 3 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).

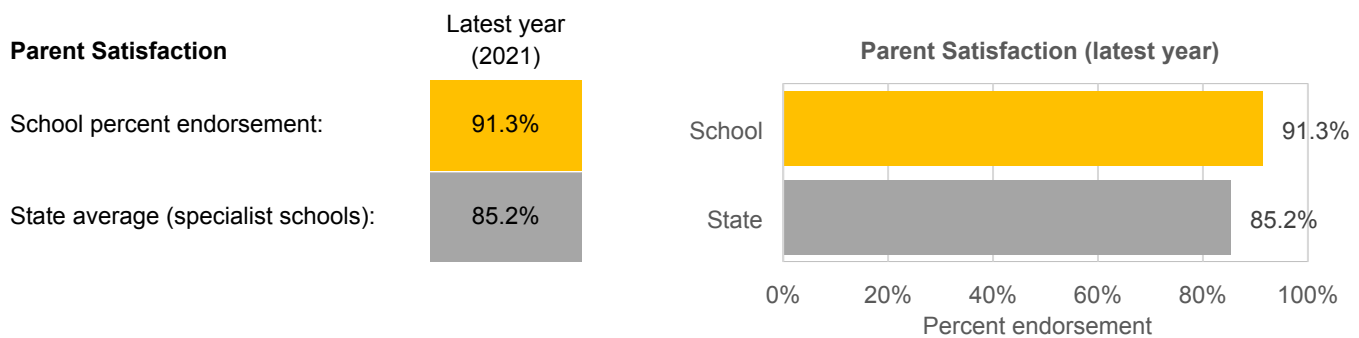
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

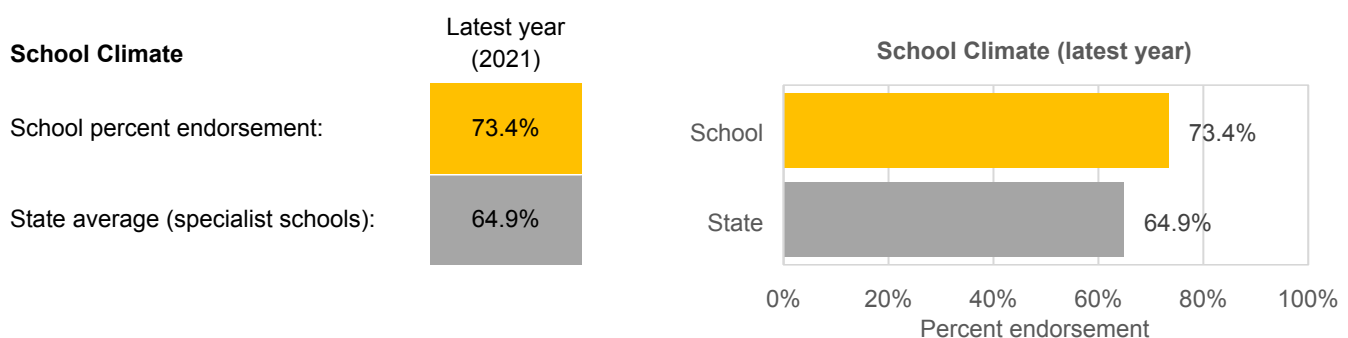


School Staff Survey

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.



ACHIEVEMENT

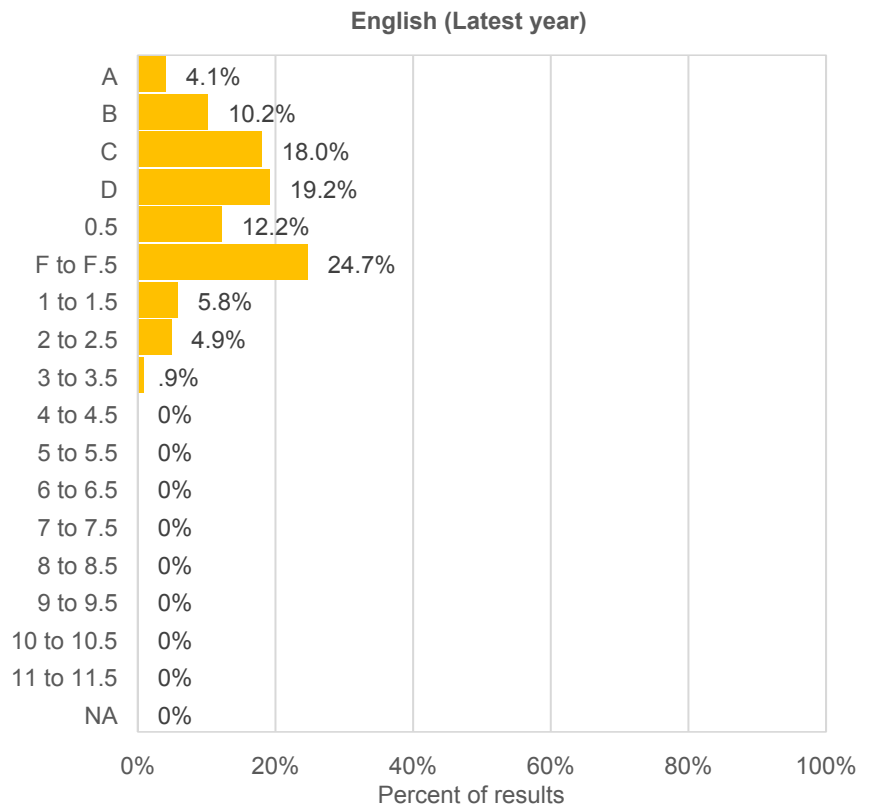
Teacher Judgement of student achievement

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

English

Achievement Level	Latest year (2021)
A	4.1%
B	10.2%
C	18.0%
D	19.2%
0.5	12.2%
F to F.5	24.7%
1 to 1.5	5.8%
2 to 2.5	4.9%
3 to 3.5	0.9%
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

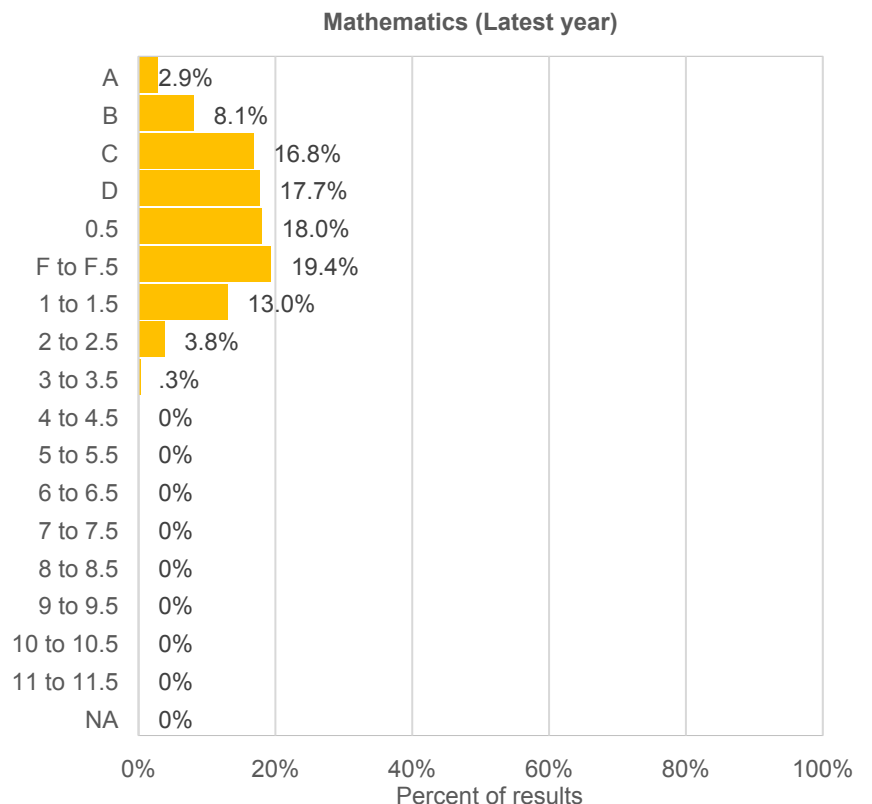
Achievement Level



Mathematics

Achievement Level	Latest year (2021)
A	2.9%
B	8.1%
C	16.8%
D	17.7%
0.5	18.0%
F to F.5	19.4%
1 to 1.5	13.0%
2 to 2.5	3.8%
3 to 3.5	0.3%
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

Achievement Level



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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	23.9	28.0	19.4	14.6	21.3

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	91.7%	97.7%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,052,611
Government Provided DET Grants	\$682,889
Government Grants Commonwealth	\$4,700
Government Grants State	\$5,578
Revenue Other	\$12,562
Locally Raised Funds	\$39,605
Capital Grants	\$0
Total Operating Revenue	\$5,797,944

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,981
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,981

Expenditure	Actual
Student Resource Package ²	\$4,975,669
Adjustments	\$0
Books & Publications	\$2,252
Camps/Excursions/Activities	\$25,671
Communication Costs	\$7,028
Consumables	\$61,656
Miscellaneous Expense ³	\$9,696
Professional Development	\$15,107
Equipment/Maintenance/Hire	\$58,386
Property Services	\$81,461
Salaries & Allowances ⁴	\$14,521
Support Services	\$161,239
Trading & Fundraising	\$19,821
Motor Vehicle Expenses	\$31,098
Travel & Subsistence	\$0
Utilities	\$33,570
Total Operating Expenditure	\$5,497,175
Net Operating Surplus/-Deficit	\$300,770
Asset Acquisitions	\$14,259

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$406,237
Official Account	\$22,118
Other Accounts	\$0
Total Funds Available	\$428,355

Financial Commitments	Actual
Operating Reserve	\$78,087
Other Recurrent Expenditure	\$3,728
Provision Accounts	\$0
Funds Received in Advance	\$31,816
School Based Programs	\$212,584
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,140
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$411,355

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.