

2022 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 of the previous calendar year 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 18 April 2023 at 02:02 PM by Louise Dingley (Principal)

- This 2022 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 19 April 2023 at 10:22 AM 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 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.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 was 0.4840; in 2021 it was 0.4893 and the SFOE in 2022 was 0.4811. The school, with more than 70 teaching and ancillary staff, has a current enrolment of 140 full time students and 8 part time students who have a dual enrolment with other schools including catholic settings (February 2022 Census) and one international student (enrolled term 4 2022). In 2022 the school employed 67.28 FTE staff – 2.0 Principal Class Officers, 24.4 teachers and 40.88 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, 24 Education Support (ES) staff were on time fraction allocations of less than 0.8 due to programme requirements and/or individual employee situations.

Our student population was 144.6 in February 2022 and was 142.2 by August census 2022 due to student family relocation. Within our student population there are 18 of students who have an EAL (English as an Additional Language) background and 4.0 students who identify as ATSI (Aboriginal and Torres Strait Islander). Student attendance is trending upwards (0.8 unapproved absences in 2022). Our records are now more reliable due to improved parent communication and understanding of requirements, as well as more consistent school practices.

All teachers are qualified and meet the registration requirements of VIT except for two graduate teachers currently undergoing registration. Allied Health services available to support students (and their families), in 2022, included Speech Pathology, Occupational Therapy, and a Mental Health Practitioner - as well as access to Student Support Services (SSS). Our staff numbers do not include those who are employed via the Local Payroll. In 2022, this consisted of two part time employees who were both education support officers.

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.

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. Our café program and work placement continued in 2022 and the school enhanced its involvement in VET (Vocational Education and Training) via the training of 6 staff to be providers of VET programmes in 2023. Our Interschool Sports and End of Year Activity Programmes 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. Positive relationships

formed with Network schools have also continued to develop. Improved communication practices between the school and its learning community have also 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 by the use of 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. Additional PL is 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 all sections of the school.

Wellbeing

The Organisational Health Surveys completed were the staff opinion survey and the internal whole school student opinion survey.

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 2022 were once again very pleasing with positive results in all factors being over 85%. In particular, 94.8% of students responded that "My teacher helps me do my best" and 90.8% responded that "My teacher makes learning fun". In addition 94.1% of students responded that "I like this school".

Staff survey results for 2022 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 collective responsibility, collective focus on student learning and staff trusting colleagues which are evidenced by the results of our panorama report. Staff health again had an increased focus during 2022 with particular attention to professional learning, mindfulness, self-care and opportunities for reflection. A highlight in the area of achievement was staff continuing to have a greater understanding of the curriculum development and review processes, collaborating regularly and targeted professional learning, particularly with respect to data literacy.

Unfortunately our parents did not complete the parent opinion survey in 2022.

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 was implemented throughout the year. Our allied health focus paid particular attention to self awareness and regulation. This was made possible by the inclusion of interventions such as Hand Writing without Tears and interoception particularly in the Primary section of the school.

Engagement

Student attendance improved by 2% (zero days absent) and by 35% (absences between 0.5 - 9.5 days). However, our attendance data was still impacted by families who were overseas for extended periods of time.

A variety of programs were maintained from previous years, such as the Garden Appreciation Program, 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 2022 Graduation evening held at an external venue.

A future focus in the area of engagement is to continue to improve the programs that we are able to deliver and to promote student voice and agency. In 2022, we introduced our Student Representative Council (SRC) which was made up of six students from both our primary and secondary sections of the school. The SRC provided a voice for the students to the school leadership and the

school council in matters of interest to the student body. The SRC will be an ongoing fixture of the school to continue to further improve student voice, agency and advocacy.

Other highlights from the school year

The inclusion of day camps for our Secondary section of the school was a highlight in 2022. This enabled more students to participate due to parental consent and financial affordability. In addition, annual events such as Harmony Day, the whole school picnic, Book Week and our Secondary student art exhibition were highly successful and noteworthy. Our picnic event in 2022 was organised by our newly formed SRC for the first time and was greatly attended and more vibrant than in the past.

Financial performance

The annual result was a \$114,097 surplus after making a credit to cash transfer of approximately \$600,000 in September 2022. 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. The funds were set aside for future build works/refurbishment/maintenance. 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. Once again, school levies were difficult to collect from families due to the new parent payment advice from the DET making all payment voluntary. This impacted our incoming revenue markedly.

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 142 students were enrolled at this school in 2022, 51 female and 91 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).

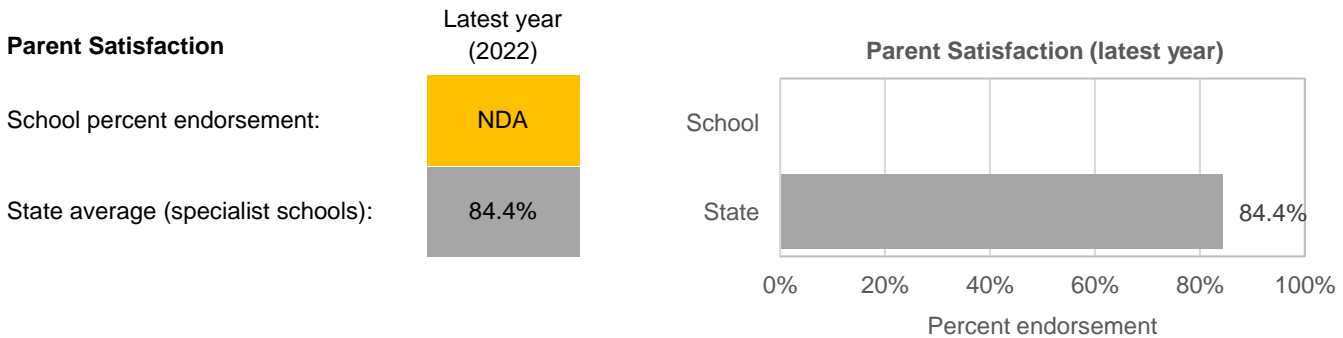
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

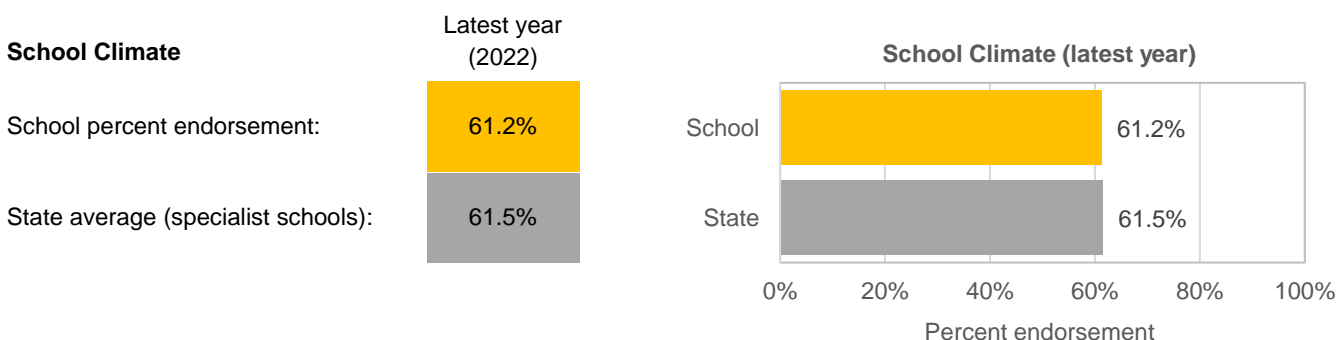


School Staff Survey

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.



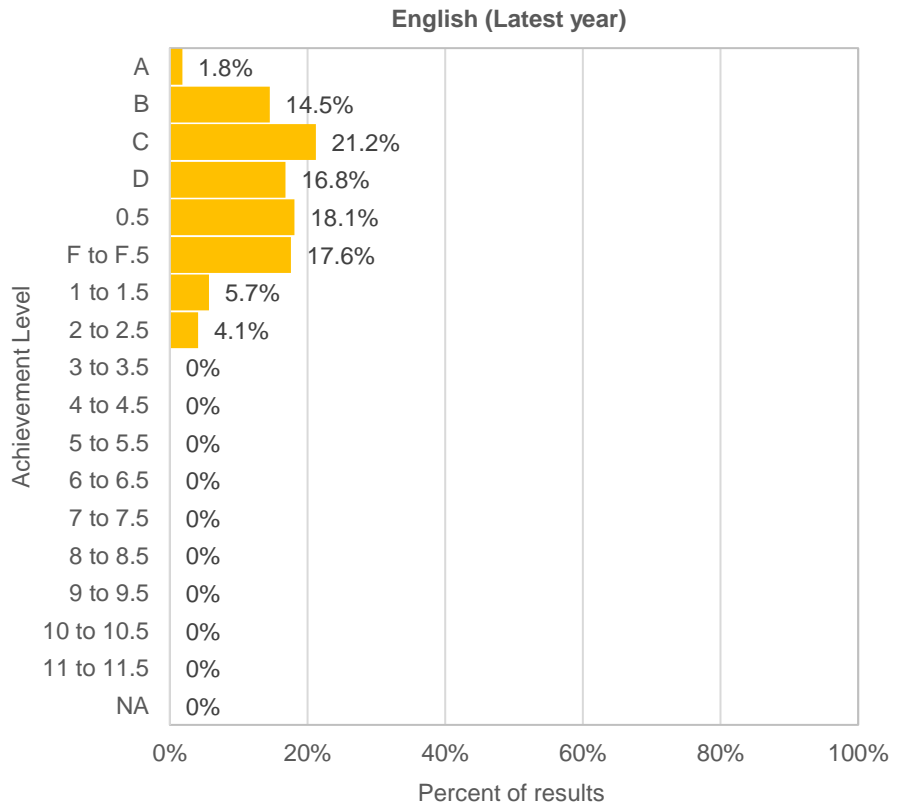
LEARNING

Teacher Judgement of student achievement

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

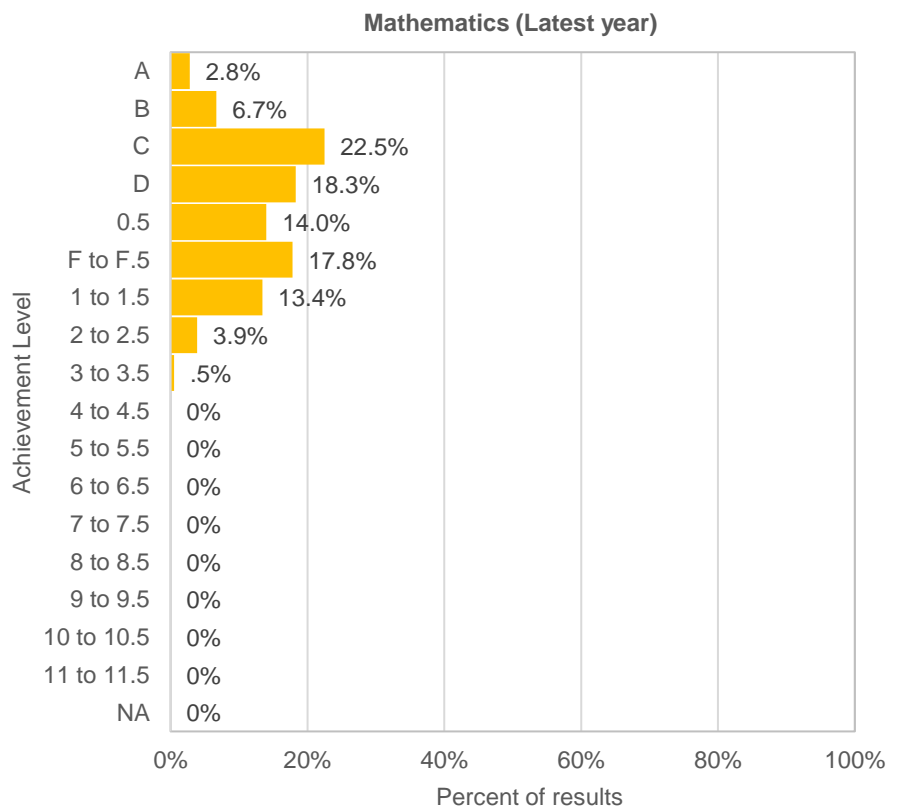
English

Achievement Level	Latest year (2022)
A	1.8%
B	14.5%
C	21.2%
D	16.8%
0.5	18.1%
F to F.5	17.6%
1 to 1.5	5.7%
2 to 2.5	4.1%
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 (2022)
A	2.8%
B	6.7%
C	22.5%
D	18.3%
0.5	14.0%
F to F.5	17.8%
1 to 1.5	13.4%
2 to 2.5	3.9%
3 to 3.5	0.5%
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	2019	2020	2021	2022	4-year average
School average number of absence days:	28.0	19.4	14.6	35.4	24.5

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%	91.7%	100.0%	97.9%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,423,794
Government Provided DET Grants	\$1,266,767
Government Grants Commonwealth	\$6,900
Government Grants State	\$0
Revenue Other	\$43,682
Locally Raised Funds	\$54,314
Capital Grants	\$0
Total Operating Revenue	\$6,795,457

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,364
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,364

Expenditure	Actual
Student Resource Package ²	\$5,292,287
Adjustments	\$0
Books & Publications	\$636
Camps/Excursions/Activities	\$37,099
Communication Costs	\$6,840
Consumables	\$78,774
Miscellaneous Expense ³	\$42,606
Professional Development	\$70,310
Equipment/Maintenance/Hire	\$80,466
Property Services	\$99,331
Salaries & Allowances ⁴	\$64,047
Support Services	\$222,559
Trading & Fundraising	\$15,582
Motor Vehicle Expenses	\$49,166
Travel & Subsistence	\$0
Utilities	\$36,555
Total Operating Expenditure	\$6,096,257
Net Operating Surplus/-Deficit	\$699,200
Asset Acquisitions	\$81,134

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$889,318
Official Account	\$10,554
Other Accounts	\$0
Total Funds Available	\$899,872

Financial Commitments	Actual
Operating Reserve	\$122,487
Other Recurrent Expenditure	\$6,261
Provision Accounts	\$0
Funds Received in Advance	\$158,718
School Based Programs	\$473,106
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$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
Total Financial Commitments	\$810,572

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.