

2024 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 23 April 2025 at 06:17 PM by Louise Dingley (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 April 2025 at 12:41 PM by Louise Dingley (Principal)

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).

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').

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 who live in the Inner West of Melbourne. This factor significantly impacts 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: The SFOE in 2023 was 0.4462, and in 2024, the SFOE was 0.4204. The school, with more than 89 teaching and ancillary staff, had 138 students, with five students with dual enrolment with other schools, including Catholic settings. In 2024, our staff FTE was 71.6. This was comprised of two Principal Class Officers, 37 teaching staff (some of whom are fractional and/or Leading Teacher/Learning Specialist class), and 52 Education Support staff (including fractional staff and excluding those individuals 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 52 ES, we had five Allied Health Professionals, consisting of both Occupational and Speech Therapists (excluding two who were on long-term leave). All teachers were qualified and met the registration requirements of VIT, except for three graduate teachers undergoing registration. Allied Health services available to support students (and their families) in 2024 included Speech Pathology, Occupational Therapy, and an outsourced Psychologist. Our Mental Health initiative included 0.4 MHiPS staff. The school still utilised the expertise of the DoE Student Support Services (SSS), hence maintaining ongoing support from a DOE Psychologist visiting the school fortnightly. Our staff numbers documented do not include those who were employed via the Local Payroll. In 2024, this consisted of one part-time employee and four casual staff members (Teaching and Education Support).

Our student population was 140.4 in February 2024 and was 135 by the August census 2024 due to the relocation of some of our families. Of this student population, 52% of students were/are of EAL (English as an Additional Language) background, and 4% identified as Indigenous. Student attendance was well above similar schools, based on the Panorama report. Our attendance records are now more reliable due to ongoing improvement in parent communication and understanding of accountability requirements.

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 Foundation-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 independence and life skills. Across all sections of the school, programs such as Canine Comprehension, Blueearth and Swimming are part of our regular curriculum practice. Our café and work placement programs continued in 2024 and the school further enhanced its provision of VET (Vocational Education and Training) via accreditation of our internal staff providing our students with a school based VET program. Our Interschool Sports and End of Year Activity Programs provided our students with the opportunity to engage in the community and promote both gross motor skill development and communication. These opportunities also enhanced student awareness in relation to life-skills and future pathways.

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 was 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 further improve the communication and connections we have with our families and affiliated external organisations. Our Parent Opinion survey result were a testament to this.

The review of our Instructional Framework following our formal school review continues to promote consistency of practice and a better understanding of best practice pedagogy to further improve student outcomes. Targeted Professional Development (PD) was offered throughout the year, both internally and externally, and the school budgeted accordingly to accommodate the needs of both teaching and non-teaching staff, ensuring that all had access to learning opportunities towards the building of capacity (strategically). Internal Professional Learning (PL) was offered weekly, via our Allied Health and Leadership Teams as well as DOE and/or relevant external providers. Collaborative opportunities, such as our weekly Section and Professional Learning Team (PLT) meetings were inclusive of an agenda and minute-taking to ensure accountability and productivity. This also provided 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 2024 were once again very favourable with positive results in all factors being over 85%. In particular, 96.6% of students responded that "My teacher helps me do my best" and 95.6% responded that "My teacher thinks my ideas are good". In addition 92.3% of students responded that "I feel safe at this school" compared with 85% in 2023.

Staff survey results for 2024 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. Staff mental health continued to be a focus during 2024 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 continues to be a cause for celebration.

In 2024, more than twice the number of parents completed the parent opinion survey, which was incredibly pleasing. With regard to student connectedness to school, 97% of parents reported favourably (this was 8% above the state average and 6% above similar schools). The area of Parent engagement and communication continued to be a focus and the introduction of our Parent Open afternoons was a success.

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). Our Allied Health focus paid particular attention to self-awareness and regulation, once again, and DIRFloortime was a focus in EarlyYears classrooms. The introduction of two allied health assistants also enhanced the support in classrooms with respect to Handwriting Without Tears and Interoception initiatives.

Engagement

Our attendance data continues to be impacted by families who travel overseas for extended periods of time; however, our attendance rate recorded in the Panorama report was well above that of similar schools.

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 2024 Graduation evening held at an external venue with sixteen graduates and their families, carers, and staff attending. 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, 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 2024, our Student Representative Council (SRC), was made up of eight students from both our primary and secondary sections of the school, with the introduction of our Little Leaders. 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. Once again our SRC led several events for their peers and also planned and coordinated our 80th Birthday Celebrations, which was attended by many of the Rosamond community (Past and Present). A highlight new to Rosamond in 2024 was the inclusion of a Martial Arts 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 specific students in the Secondary section of our school, aged between 12 and 16, who were typically impacted by trauma and/or social skill deficits. The results of the program were incredibly positive with students demonstrating improved outcomes with respect to self-esteem and confidence.

Other highlights from the school year

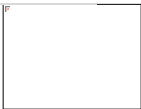
A highlight in 2024 was our 80th Birthday celebration. This was belated due to the Capital Buildings Project works needing to be completed prior to inviting past and present community members to Rosamond. The celebration was held on October 17th and gave evidence of our collaborative and passionate learning community. The Art Exhibit presented at this event was noteworthy and demonstrated the incredible capacity of our students of all ages. In addition, the parent involvement in planning for the event and also assisting during it, particularly with the barbecue that provided guests with a dinner option, was also a cause for celebration, as we had many to support, unlike in the past.

Financial performance

The Rosamond School bank balance as at 31/12/24 was at \$1,002,371.90. The Schools Operating Reserve was at \$181,328. A credit to cash transfer was not made in 2024, as there was no way to predict our surplus, given that we were still unaware of the funds coming into the school as a result of Disability Inclusion Profiles (DIPs) completed during the year. Finances resulting from the new disability funding model would show up in our Student Resource Package (SRP) at some stage in Semester 1 of 2025. This would lead to a deficit model at the commencement of the 2025 school year, as per all specialist settings, as many students being reviewed for funding were still awaiting 'a process'. The new process provides a tiered level of funding (Tiers 1-3) rather than Levels 1-6, as in the past. We received \$86,647.99 in Tier 2 funding and \$409,319 in Tier 3 funding for those students reviewed in 2024. This was a positive financial outcome but there were a number of students due to be reviewed that were not able to complete the process in 2024. These will carry over into the 2025 school year and funds for these students will make up part of the deficit that the 2025 school year will commence with. Approximately 30-40% of our students were awaiting their first Disability Inclusion Profile (DIP) process in 2024 and more will be known about the outcome for each student once each DIP (ie:

review) is held in 2024 and in Terms 1 and 2 of 2025. 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 (\$56,705.40 received in 2024) 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 five Allied Health staff members and/or one of our two Youth Workers, who were introduced in 2024. 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 2024. We were fortunate, however, in being able to reallocate funds received for a Mental Health Practitioner role towards our Blueearth program in 2024, as this was no longer subsidised, however, we were also unable to recruit a Psychologist, so the Department approved the funds being used towards this program. This saved the school \$12,500 in 2024 but will most likely not be available in the future. We were also able to allocate \$27,957.50 towards our Canine comprehension Program from the Schools Mental Health Fund and Menu initiative. This saved the school approximately \$23,000, as the program has been an ongoing one since 2019 but has been self-funded in the past. Our SRP in 2024 showed a deficit recovery of \$65,003.

**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 141 students were enrolled at this school in 2024, 61 female and 80 male.

27 percent of students had English as an additional language and 4 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).

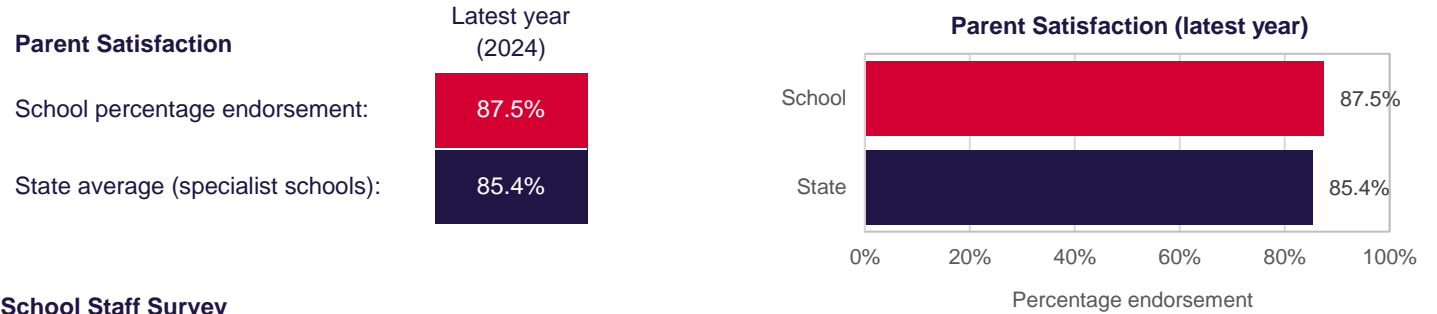
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

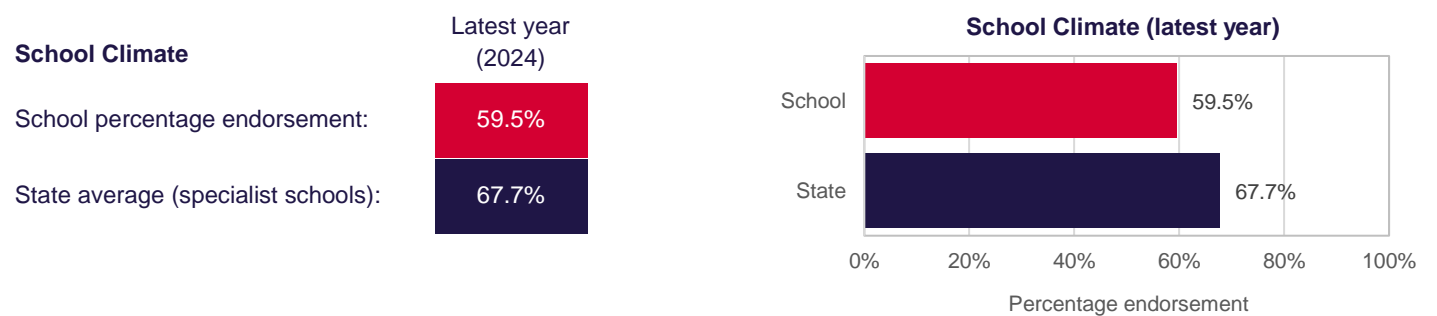


School Staff Survey

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.



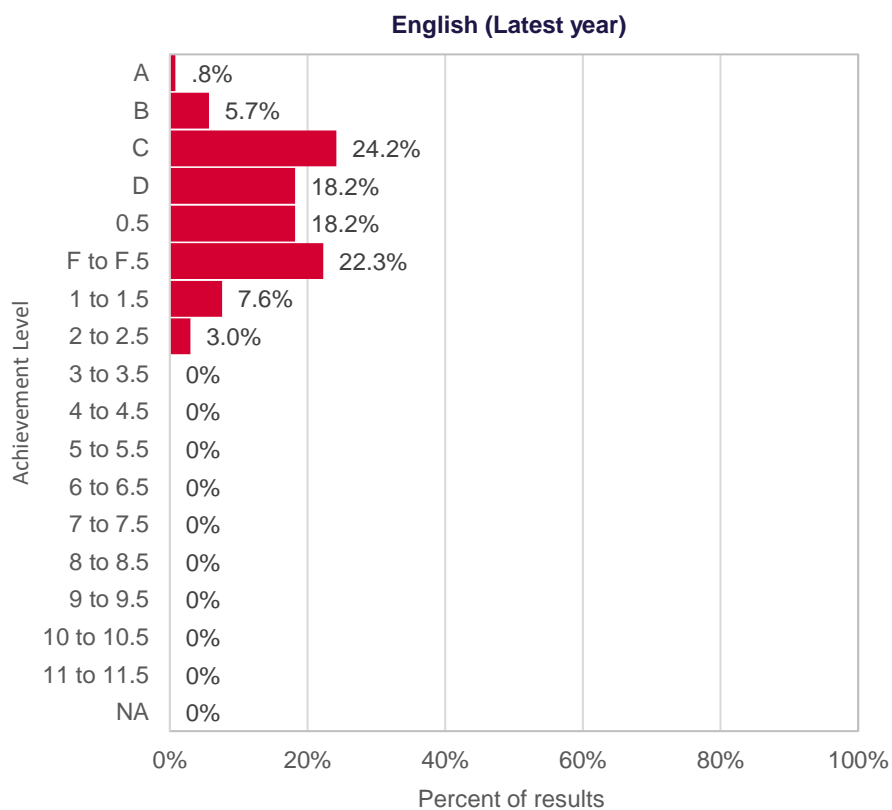
LEARNING

Teacher Judgement of student achievement

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

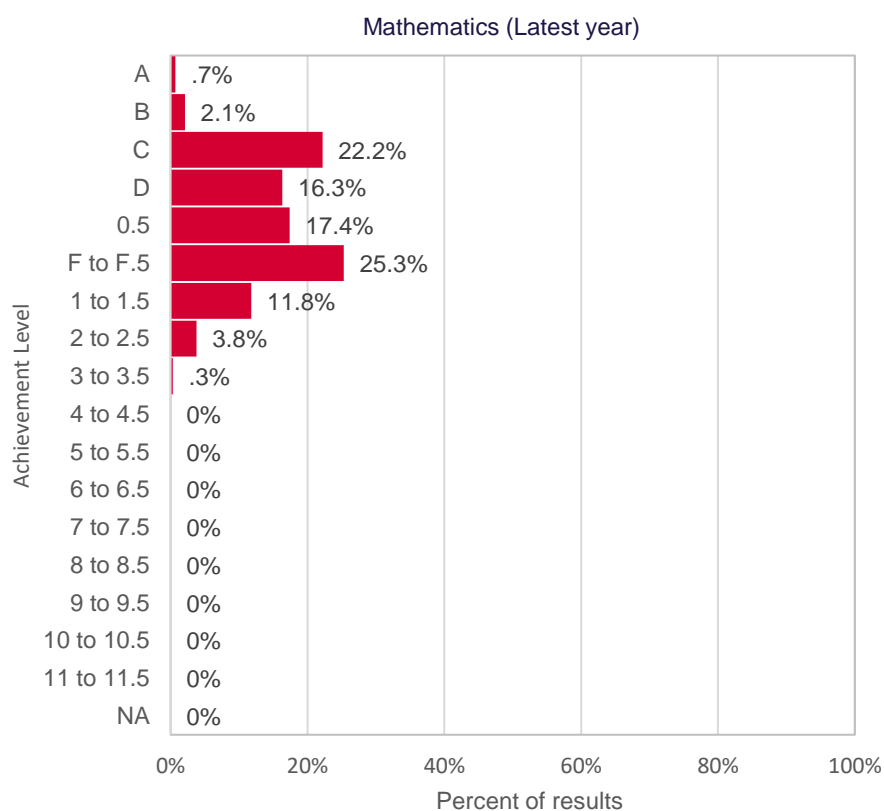
English

Achievement Level	Latest year (2024)
A	0.8%
B	5.7%
C	24.2%
D	18.2%
0.5	18.2%
F to F.5	22.3%
1 to 1.5	7.6%
2 to 2.5	3.0%
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 (2024)
A	0.7%
B	2.1%
C	22.2%
D	16.3%
0.5	17.4%
F to F.5	25.3%
1 to 1.5	11.8%
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



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	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	91.7%	100.0%	100.0%	NDP	97.4%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$6,750,973
Government Provided DET Grants	\$686,769
Government Grants Commonwealth	\$17,995
Government Grants State	\$0
Revenue Other	\$61,295
Locally Raised Funds	\$59,201
Capital Grants	\$0
Total Operating Revenue	\$7,576,234

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,705
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$56,705

Expenditure	Actual
Student Resource Package ²	\$7,001,181
Adjustments	\$0
Books & Publications	\$2,035
Camps/Excursions/Activities	\$69,820
Communication Costs	\$5,711
Consumables	\$119,345
Miscellaneous Expense ³	\$20,286
Professional Development	\$26,508
Equipment/Maintenance/Hire	\$111,318
Property Services	\$239,899
Salaries & Allowances ⁴	\$149,000
Support Services	\$225,812
Trading & Fundraising	\$36,949
Motor Vehicle Expenses	\$12,902
Travel & Subsistence	\$0
Utilities	\$51,554
Total Operating Expenditure	\$8,072,320
Net Operating Surplus/-Deficit	(\$496,086)
Asset Acquisitions	\$121,814

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$655,413
Official Account	\$18,389
Other Accounts	\$0
Total Funds Available	\$673,802

Financial Commitments	Actual
Operating Reserve	\$178,523
Other Recurrent Expenditure	\$12,445
Provision Accounts	\$0
Funds Received in Advance	\$150,112
School Based Programs	\$100,000
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
Total Financial Commitments	\$491,079

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.