

2021 Annual Report to The School Community



School Name: Baringa Special School (5079)



- 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 29 April 2022 at 12:07 PM by Kelly Mether (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 29 April 2022 at 12:09 PM by Frank Cullen (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

Baringa School provides special education to students aged 5-18 diagnosed with a mild intellectual disability. The student population draws from a wide geographical area predominantly within the Latrobe Valley, including Moe, Morwell, Traralgon and Churchill. We also have students from Rawson, Trafalgar and Willow Grove in the Baw Baw Shire. The large majority of our student cohort are transported to school by bus. Baringa has a School Family Occupation Index of 0.8.

Baringa School provides a safe, supportive learning environment, through individualised learning programs aims to maximise the potential of all students. Our aim is to develop independent and motivated students who take responsibility for their learning by providing consistent, targeted and differentiated instruction and learning opportunities.

In order to provide a learning program that is stimulating and relevant to the needs of our students, the school operates within four distinct units/teams; Lower Primary, Upper Primary, Secondary and the Senior Learning Centre (SLC). Teachers, Education Support Staff, two Speech Pathologists and a Speech Assistant, a Mental Health Practitioner, Psychologist and a consultative Physiotherapist support small classes. Individual Learning Plans (ILP's) focus on all areas of the Victorian Curriculum with a particular emphasis on literacy, numeracy, social skills, science and health and PE. Our Primary teams have additional focuses in the area of personal safety while our Secondary and SLC teams provide programs involving community access, vocational training, work experience and life skills. Experienced and dedicated staff teach students the skills and knowledge they need to become valued and contributing members in their local communities.

Student enrolment in 2021 was 169.80 FTE, with an equivalent full time staff of 61.60, including 2.60 principal class, 29.30 teachers and 29.40 education support staff. The Wellbeing Team includes an Assistant Principal - Wellbeing, a 0.8 Student Wellbeing Learning Specialist, 0.80 Welfare Coordinator and a full time Mental Health Practitioner. The Curriculum Team includes an Assistant Principal - Curriculum, a 0.6 Learning Specialist (coaching and mentoring), and a 0.6 Literacy Coach.

Framework for Improving Student Outcomes (FISO)

In 2021, Baringa Special School continued to focus on excellence in teaching and learning. Our participation in the PLC initiative gave us an ideal platform to work on our KIS of increasing consistency of high-quality practice in curriculum and assessment that support effective differentiation (CPA), as well as strengthening school leadership capabilities to ensure consistent high-quality teaching practices across the school (ISL). Since completing the PLC initiative, there has been an overall shift in staff attitude and approach to PLC's, with staff being more positive and focused in their approach. This is reflected in staff feedback and evident in the fidelity in which agenda's and minutes reflect staff are using the data to inform their instructional practice. Assessment and differentiated practice is evident in staff planning documents.

To further embed our 2020 achievement of introducing a whole school instructional model, School Improvement Team members focused on providing feedback for planning documentation, to ensure consistency and high quality planning was occurring throughout the school. Learning walks were introduced across the school, with members of the SIT team completing regular observations in classrooms. The focus of these was to collect data regarding whether lessons reflected what was in planning documents with fidelity. Unfortunately due to remote learning and work place bubbles, learning walks ceased mid year.

Given our school population, the content delivered to students in English during remote and flexible learning aimed to consolidate students understanding of their learning goals. We did not target new learning in this area during this time. In recognising that we may need to heavily support students on their return to school and in the years following, a

curriculum team was assembled, and a literacy leader provided with additional time and resources to implement the InitaLit program across the school.

Achievement

In 2021, Baringa Special School continued to work on and make progress towards our student achievement goals. Our aim is to have 95% of students showing growth in both Maths and English by 2022. PLC's remained an integral part of our strategy to improve student outcomes in numeracy. Common assessment tasks for Number and Algebra are being utilised as well as Essential Learning Statements and CAT's for measurement. Scope and sequence for Number and Algebra, Measurement, and Statistics and Probability have also been completed. All PLC's are successfully using pacing guides to plan and monitor their progress towards meeting student learning goals. As a result, there is a greater consistency in instructional practice across the school the overall shift has seen staff take more accountability for their data and strive to improve practice. We aim to maintain the same staff as PLC leaders to ensure they have the opportunity to continue to implement learnings from the initiative and drive the program to further embed the practice within the school.

The InitaLit program was introduced in our lower primary section, as well as a pilot being undertaken in two secondary classrooms. Extensive professional development was provide to staff, as well as in class coaching. InitaLit screeners indicated significant student progress in relation to phonic awareness, with further assessment tools being introduced in 2022 to give more accurate data on student progress.

Tutor learning initiative saw 50 students requiring intervention in literacy undertake 1-1 and small group targeted tutoring in key areas. Students were identified through attendance data, assessment and Individual Learning Plans goal progress. All students that completed a cycle of 10 weeks showed growth in specific goals that then helped them move towards attainment of ILP goals. Various Assessments undertaken provide the data to support this.

Engagement

With remote learning again being a feature of 2021, staff used a variety of strategies to engage students to ensure the continuation of learning. Student voice was a feature of this, with staff listening to student feedback regarding remote learning tasks, methods and preferences. Remote learning gave us a unique opportunity to work on our Key Improvement Strategy of working to improve parents/carers participation as active partners in their children's learning and development towards independence (PCP). Staff ensured parents received regular communication via phone and email, with hard copy learning packs being delivered to students houses once a week. Staff reported the increased opportunities for them to converse with families gave them a greater insight into our students home life and a stronger relationship with parents. Parents reported feeling more connected with their child's teacher and having a greater understanding of their child's abilities and goals they are working on.

We also set ourselves the goal of working to strengthen student relationships through peer and group learning activities. The goal has had positive staff buy in with lots of creative ideas being shared throughout the year and many exciting plans being put in place. Students were consulted on programs they would like to initiate or participate in, which included the secondary and lower primes buddy program and the SLC and middle primes peer mentoring programs. Due to the rise in Covid cases and requirement to limit mixing across the school, many of the ideas needed to be modified to enable them to occur in a Covid safe manner. Activities that were able to go ahead included some section based fun days; secondary groups reading teddy related stories via Teams to lower primary students, in preparation for a Teddy Bear Picnic day; secondary students writing story books to be illustrated by younger students (then copies provided to both contributors).

The school community is looking forward to once again being able to participate in school activities and events. In 2022 we anticipate we can once again host the Friendship Games and Baringa Bike ride, with both being interschool activities and allowing parent attendance.

We would like to build on the cross section connections that have been developed and further implement some of the programs/ activities that have had to move to web based interactions due to Covid. This goal will continue to be a

responsibility of the middle leaders to drive and is a way our leaders are able to further their own connections across the school.

In 2021, Baringa School continued to work closely with families to ensure students were at school and learning. The school has a dedicated Wellbeing Officer who follows up all chronic absences and works with families and services to implement reengagement programs for students. Our Wellbeing Officer liaises with local KESO's, as well as other community agencies are families are involved with. The School continued to send daily SMS messages to parents to follow up any non-attendance, and staff follow up all extended periods of non-attendance.

Wellbeing

2021 was a big year for wellbeing in our school, with the commencement of a Mental Health Practitioner / psychologist at the school. This provided the opportunity for staff to have specialist support at the school to help support student mental health, upskill staff in strategies they can implement in their classrooms to promote positive mental health, as well as students having 1-1 sessions. The decision was also made to restructure our wellbeing team to include a second Assistant Principal for 2022, in line with school needs, priorities and FISO 2.0.

During periods of remote learning in 2021, staff, student and family wellbeing was prioritised across the school. Wellbeing staff including primary welfare officer, psychologist, school chaplain and speech pathologists were in contact with families on a regular basis. This contact allowed for the provision of additional supports including food packages, gifts for Mother's Day, recipe books and ingredients for students and their families to engage in family centered activities. These initiatives were positively received by the wider school community and provided opportunities for positive interactions.

This year we also introduced a PBIS (Positive Behaviour Interventions and Supports) Tier 1 Team. The team prioritised the collection of more accurate wellbeing data, to give us a better picture of what was occurring across the school, patterns that may emerge and supports required. The team has developed a matrix of behaviours we want to see at Baringa and designed lessons to teach these behaviours. Students have been recognised for positive behaviours using a new app and are able purchase prizes as rewards. The team provided professional learning to staff in PBIS and reviewed many of the resources and systems already existing within the school to determine what was still useful and what needed a refresh.

In 2022, wellbeing has additional focus in line with FISO 2.0. A learning specialist has been employed to lead the PBIS initiative and improve school-wide positive behaviour support practices. Wellbeing staff will be engaging in additional classroom observations to develop effective wellbeing and engagement strategies for all students.

Finance performance and position

The 2021 Financial Performance report shows a surplus of \$1,382,365 with most of this carried forward from 2020. As a significant portion of the 2021 school year was spent in remote learning the planned expenditure was in many ways reduced to general running costs as the majority of the school programs were cancelled or structured in a different way from original planning. Staffing requirements were also significantly reduced throughout the year as a result of both remote learning and significant cancellations of planned staff leave.

Throughout 2021 the school has participated with the VSBA and assigned architect firm to plan and design the demolition and rebuild of two buildings within the school, which had the possibility of a significant financial contribution from the school to complete. The design and costing process was completed late in 2021 and resulted in the project coming under budget and not requiring any school funds. School Council will now be able to revisit plans of major works including new fencing around the school perimeter and upgrades to the playground facilities that were put on hold until the outcome of building project costing was completed. Given that the building works will be completed over a two year period, it is unlikely that any major school led works will be started until new buildings and landscaping is in place.

Equity funding was received and expended to the best we could with an interrupted year providing students with a uniform and fee assistance, additional fulltime Speech Pathologist, additional hours for School Chaplain, additional classroom aides in junior years upon return to onsite learning.

As in previous years our school has participated in the state government funded Advance program (a community volunteering program) for which funding of \$1,216.50 was received, with remaining funding from 2020 rolled over also.

For more detailed information regarding our school please visit our website at
<https://www.baringass.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 171 students were enrolled at this school in 2021, 42 female and 129 male.

NDP percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

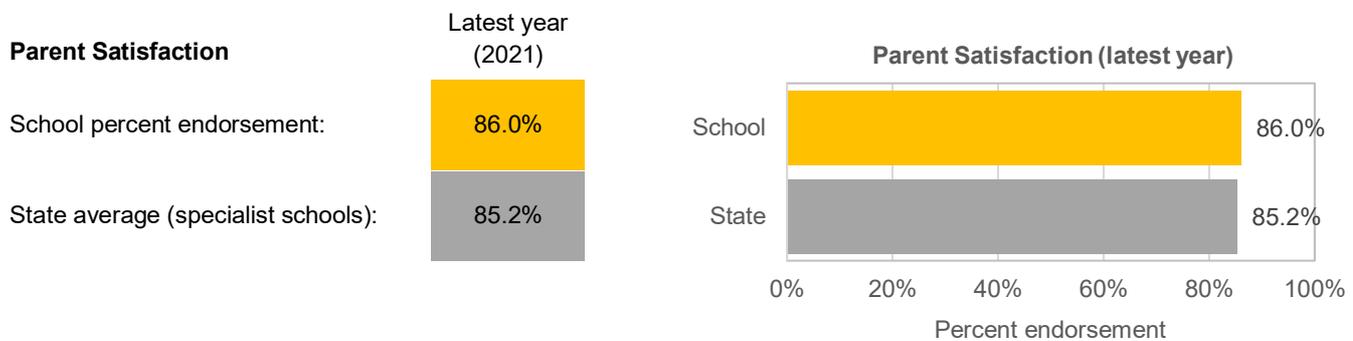
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

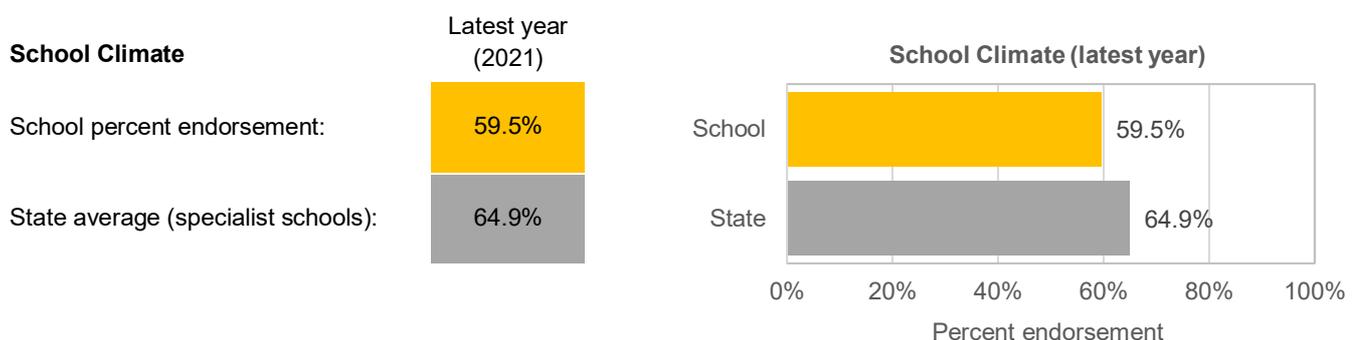


School Staff Survey

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.



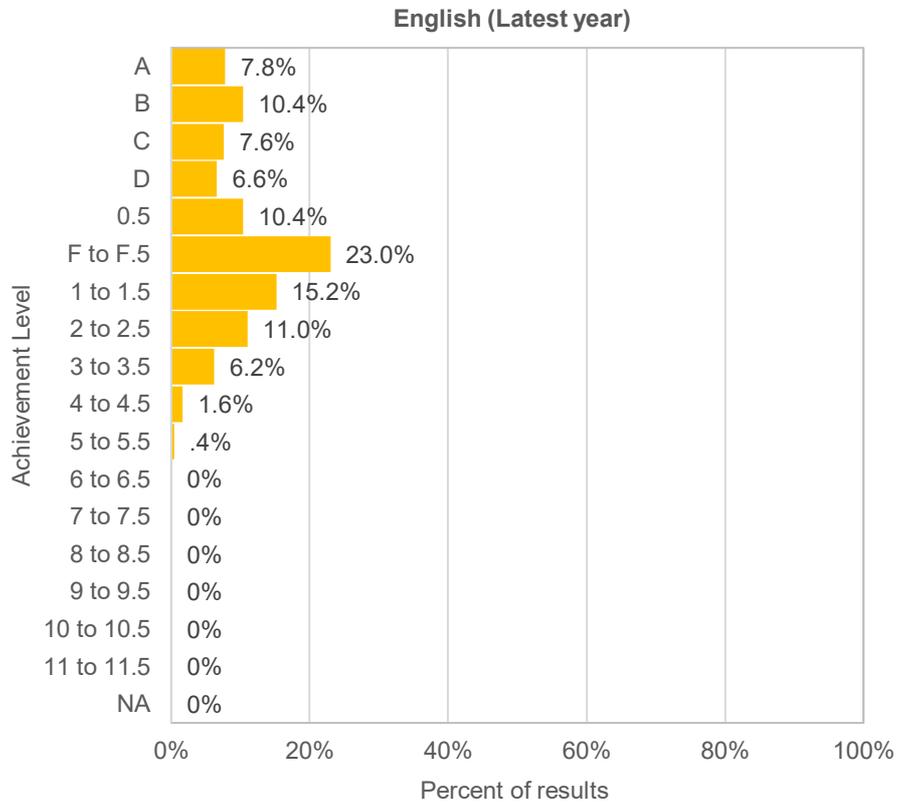
ACHIEVEMENT

Teacher Judgement of student achievement

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

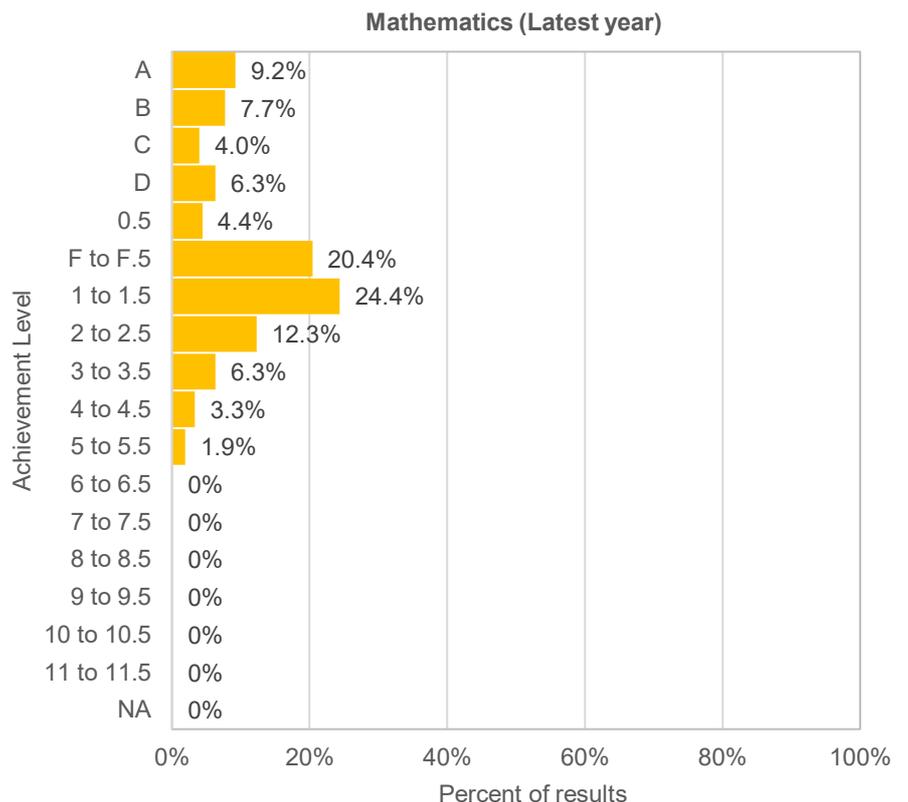
English

Achievement Level	Latest year (2021)
A	7.8%
B	10.4%
C	7.6%
D	6.6%
0.5	10.4%
F to F.5	23.0%
1 to 1.5	15.2%
2 to 2.5	11.0%
3 to 3.5	6.2%
4 to 4.5	1.6%
5 to 5.5	0.4%
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 (2021)
A	9.2%
B	7.7%
C	4.0%
D	6.3%
0.5	4.4%
F to F.5	20.4%
1 to 1.5	24.4%
2 to 2.5	12.3%
3 to 3.5	6.3%
4 to 4.5	3.3%
5 to 5.5	1.9%
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. 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:	23.6	32.6	40.3	32.7	32.4

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%	100.0%	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,059,830
Government Provided DET Grants	\$821,458
Government Grants Commonwealth	\$0
Government Grants State	\$1,217
Revenue Other	\$2,573
Locally Raised Funds	\$26,973
Capital Grants	\$0
Total Operating Revenue	\$7,912,051

Equity ¹	Actual
Equity (Social Disadvantage)	\$468,364
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$468,364

Expenditure	Actual
Student Resource Package ²	\$5,731,866
Adjustments	\$0
Books & Publications	\$1,862
Camps/Excursions/Activities	\$29,298
Communication Costs	\$9,800
Consumables	\$136,105
Miscellaneous Expense ³	\$9,592
Professional Development	\$40,563
Equipment/Maintenance/Hire	\$82,032
Property Services	\$162,416
Salaries & Allowances ⁴	\$213,045
Support Services	\$49,551
Trading & Fundraising	\$5,631
Motor Vehicle Expenses	\$9,659
Travel & Subsistence	\$0
Utilities	\$48,265
Total Operating Expenditure	\$6,529,686
Net Operating Surplus/-Deficit	\$1,382,365
Asset Acquisitions	\$6,971

- (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	\$838,447
Official Account	\$93,032
Other Accounts	\$0
Total Funds Available	\$931,478

Financial Commitments	Actual
Operating Reserve	\$126,587
Other Recurrent Expenditure	\$47,534
Provision Accounts	\$0
Funds Received in Advance	\$68,789
School Based Programs	\$73,610
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$13,500
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	\$330,019

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.