

# 2020 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](http://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 2020 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 27 April 2021 at 11:16 AM by Terri Clark (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

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

For example, in 2020 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.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### 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).

## How to read the Annual Report (continued)

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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').

Draft

## 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 Pathologist and a Speech Assistant, a Mental Health Practitioner, Chaplain and a consultative Occupational Therapist and 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 2020 was 178.8 FTE, with an equivalent full time staff of 57.20, including 1.80 principal class, 27.50 teachers and 27.90 education support staff. The welfare team includes a Chaplain, a full time Student Wellbeing Learning Specialist, 0.90 Welfare Coordinator and a 0.80 Mental Health Practitioner.

### Framework for Improving Student Outcomes (FISO)

In 2020, Baringa Special School focused on excellence in teaching and learning. Our Key Improvement Strategy (KIS) was to work towards increasing consistency of high-quality practice in curriculum and assessment that support effective differentiation (CPA) in conjunction with embedding our agreed upon whole school instructional model.

Baringa Special School delivered on our KIS to embed an agreed upon whole school instructional model. To support the implementation of this KIS we developed a common planning document that incorporated our school instructional model and made the implementation of the instructional model in classrooms the focus of our in-class coaching program.

When working towards increasing consistency of high-quality practice in curriculum and assessment we were successful in delivering on our AIP actions, of continued development of curriculum resources, and improving our collaborative learning culture through work related to whole staff culture.

To achieve a collaborative learning culture through positive staff culture we established norms of staff conduct and developed our 10 minimal viable practices (MVP's). Significant time was allocated across the year in staff meeting to work collaboratively to develop the MVP's. They are now being used this year to guide staff conduct and encourage collaborative approaches to teaching and learning.

Unfortunately other associated actions for this KIS including to begin structured learning walks on a fortnightly basis, were paused to avoid unnecessary mixing between groups and to maintain our workforce bubbles. We will aim to begin these this year, starting with our School Improvement Team (SIT) and expanding from there.

**Achievement**

In 2020, 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. Staff focus in PLC's for onsite learning last year was numeracy, and staff began to trial the assessment resources developed for number and algebra. The specific data provided by the Common Assessment Task's (CAT'S), allowed teachers to better target learning to the individual needs of the students in their classes. During remote and flexible learning the focus of the PLC's shifted to resource sharing and collaborative planning. The impact of the PLC's both during remote learning and while onsite is evident in the percentage of positive responses in the areas of academic emphasis, collective responsibility, guaranteed and viable curriculum and teacher collaboration in the staff opinion survey. There were significant improvements in all four areas between 2019 and 2020.

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 phonics team was assembled and tasked with finding a program that would target student growth and heavily support staff to improve student outcomes in literacy. The team successfully researched a number of programs and Initial Lit was purchased by the school for implementation in 2021.

This year the PLC's have continued their work and are pushing forward in implementing their numeracy curriculum maps, developing pacing guides for assessment and planning and continuing to reflect on their data to inform teaching and learning programs. This year we aim to develop and implement curriculum resources in measurement and statistics and probability. In addition to this we have begun to implement the Initial Lit program in our upper primary unit and look forward to seeing the positive impacts.

**Engagement**

Baringa School students are connected to their school, with the school offering a wide range of programs to promote student engagement, including the Respectful Relationships, School Wide Positive Behaviour Support (SWPBS), Student Representative Council, Vocational Training opportunities for senior students, as well as Community based programs. Students are encouraged to participate in SSG meetings and have input into their own learning goals and activities where possible.

In 2020, the school focused on the Key Improvement Strategy (KIS) related to the FISO dimension Empowering Students and Building School Pride. Our aim was to increase student engagement by expanding teacher knowledge and understanding of disability and its associated co-morbidities. Our goal was to provide targeted PD to develop a common understanding of disability, impacts of poverty, trauma and addiction and how this influences our student's capacity to engage and learn. The impact of COVID-19 on the school and staff responsibilities (particularly our ES) enabled us sufficient time to develop and present a number of PD's in the specified areas. New staff reflected that having this additional opportunity to learn about the influencing factors on their students' lives has deepened their understanding and provided them strategies they can use to improve student engagement in their classrooms.

The impact of COVID-19 on student engagement was surprisingly positive in some regards. Students who had experienced challenges in term of their engagement connected strongly with the opportunities remote and flexible learning presented. Removing the social anxieties and complexities some of our students experience when attending school, made for a positive learning experience with higher levels of engagement with learning tasks. Students whose attendance had been questionable were completing work, returning the packs to school and engaging in phone calls with staff members weekly. Staff were also careful during remote and flexible learning to provide students choice in the student learning packs. This was done in both how the week was structured and in the learning activities.

Unfortunately the impact of COVID-19 meant that our goal to establish a number of teams, including PBS and Zones of Regulation that would focus primarily on student voice and agency was not achieved. However we planned for 2021 with this in mind, and have since established a PBS team with the focus of increased student engagement in learning through positive behavior support.

**Wellbeing**

In 2020, considering the period of remote and flexible learning and the additional impacts of COVID-19 on whole school operations both staff and student wellbeing became a significant focus at Baringa Special School. Health and wellbeing supports were prioritised for staff, students and their families. Baringa used our Facebook page (a primary communication platform during remote and flexible learning) to post a list of services and supports available for them and their families during this period. We also used the page to promote positive health and wellbeing initiatives.

During the period of remote and flexible learning our wellbeing team was tasked with developing a referral and triage system that would allow all students, families and staff to access appropriate resources and supports around wellbeing. Food parcels were assembled and delivered to families of our school community who were in need. Learning packs were dropped off and collected at our families homes (many families do not have access to transport) and staff made weekly calls to support the emotional welfare and academic progress of our students. We continued to encourage families to celebrate R U OK day and Be A Mate community days.

Emphasis and attention was paid to student social skills goals during remote learning, and we modified the delivery of the curriculum in this area to focus on Zones of Regulation, using visuals, social stories and games and interactive activities to teach our students. Building emotional intelligence and resilience were the primary focus. We took the opportunity and time the period of remote and flexible learning allowed us, to develop staff's capacity to successfully teach social skills to our students through targeted PD on disability, understanding poverty and trauma and how these influence our students functioning and skills in the social realm.

Looking forward and considering the possible ongoing effects of COVID-19 on health and wellbeing in 2021, we developed a School Wide Positive Behaviour Support (SWPBS) team that would drive the program and work to re-establish the values, goals, resources and strategies embedded in the initiative to support the wellbeing of students in 2021.

**Financial performance and position**

The 2020 Financial Performance and Position report shows an end of year surplus of \$1,039,968 for Baringa School. The Covid 19 pandemic had a considerable impact on expenditure during the 2020 year both in day to day running expenses and planned works. Majority of the planned works and asset upgrades with an estimated cost of \$700,000 were put on hold during the pandemic, with only the upgrade to the telephone system and extension to the bus garage completed. With the return to onsite learning and the easing of restrictions allowing visitors to schools, planning for works recommenced only to be once again postponed following the State Budget announcement. In the 2020/21 budget Baringa School was allocated \$13.7 million for building upgrades to provide a safe and modern learning environment for students. As a considerable number of planned projects involved the buildings that will now be demolished and rebuilt, it has been necessary to cancel all plans. The major works project is only in the initial stages, and it has not yet been determined as to whether the school will be required to commit a financial contribution. Taking this into consideration, only funds required to run established programs at the school have been included in the financial commitment summary at end of 2020 with all other funds held in reserve until project details are finalised.

Equity funding expenditure followed the same path as the previous year providing students with uniform and fee assistance, full-time Speech Pathologist, participation in Trade Pathways Program and TAFE/VET programs for senior students. Additional classroom aides were provided for both our junior years and to assist some of our senior students re-engage with school. Significant resources allocated to retain our Student Wellbeing team, including funding additional hours for our School Chaplain.

Our school is a long running participant of the state government funded Advance Program (a community volunteering program) for which we received \$5,050 in 2020. Due to the COVID-19 pandemic this program only ran for a couple of weeks expending \$1,100 of the funding, with the remainder carried forward to 2021 to continue with this program. Once again Bushfire Preparedness funding of \$16,941.72 was received with \$5,800 expended by end of year preparing the Baringa Homestead Childers site for the bushfire season.

# 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 179 students were enrolled at this school in 2020, 49 female and 130 male.

0 percent of students had English as an additional language and 10 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) which takes into account parents' occupations and education.

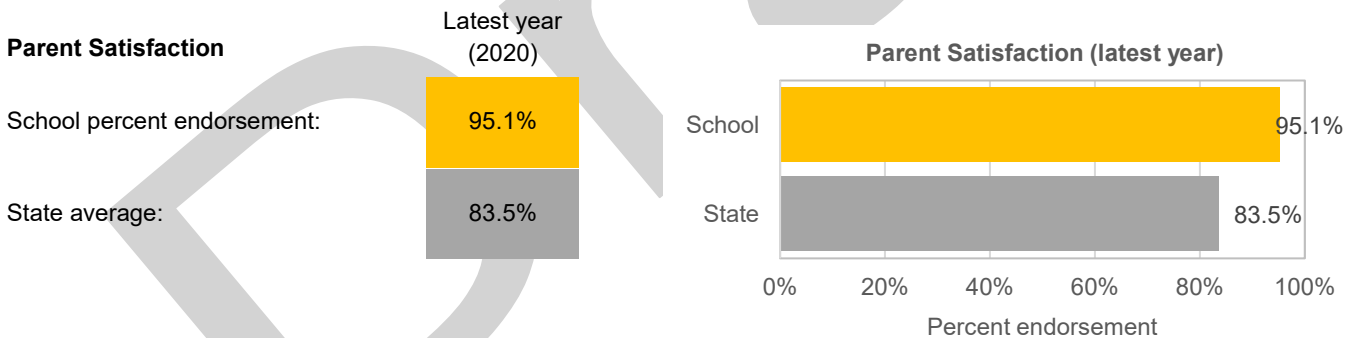
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

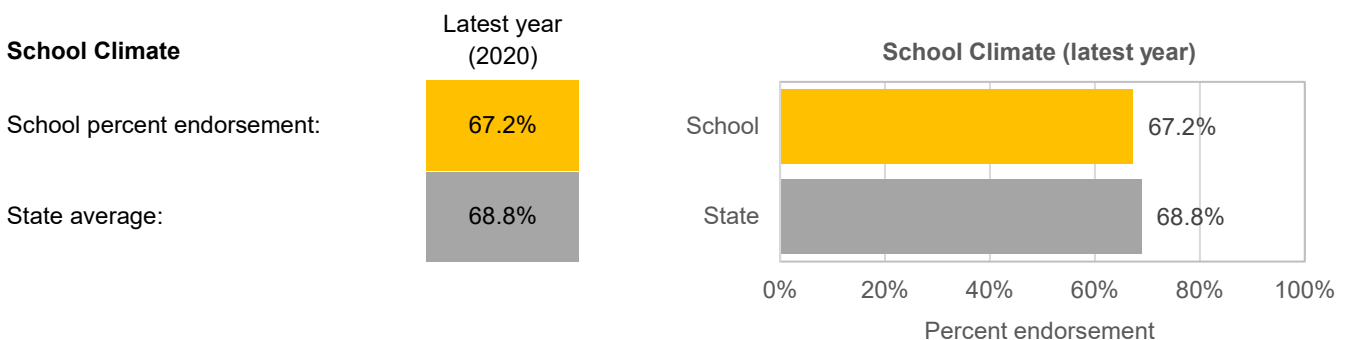


### School Staff Survey

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.





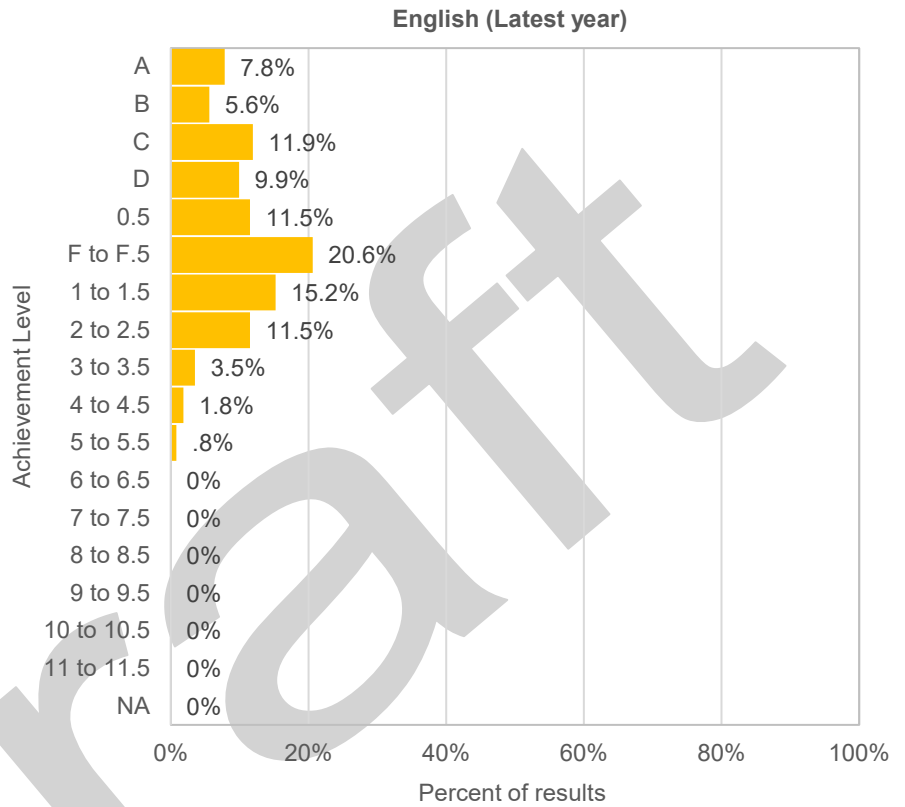
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

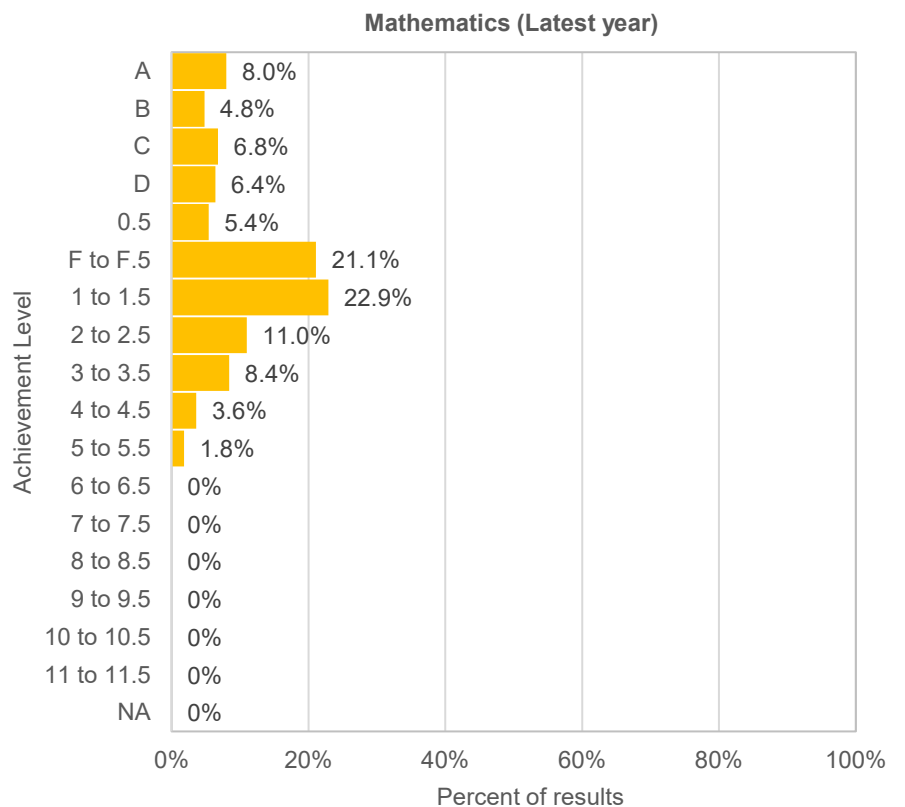
#### English

Achievement Level	Latest year (2020)
A	7.8%
B	5.6%
C	11.9%
D	9.9%
0.5	11.5%
F to F.5	20.6%
1 to 1.5	15.2%
2 to 2.5	11.5%
3 to 3.5	3.5%
4 to 4.5	1.8%
5 to 5.5	0.8%
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 (2020)
A	8.0%
B	4.8%
C	6.8%
D	6.4%
0.5	5.4%
F to F.5	21.1%
1 to 1.5	22.9%
2 to 2.5	11.0%
3 to 3.5	8.4%
4 to 4.5	3.6%
5 to 5.5	1.8%
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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	24.4	23.6	32.8	40.4	30.4

### 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	2017	2018	2019	2020	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, 2020

Revenue	Actual
Student Resource Package	\$6,301,393
Government Provided DET Grants	\$795,713
Government Grants Commonwealth	\$1,300
Government Grants State	\$5,050
Revenue Other	\$6,521
Locally Raised Funds	\$23,467
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$7,133,443</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$457,626
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$457,626</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,242,756
Adjustments	NDA
Books & Publications	\$4,588
Camps/Excursions/Activities	\$26,608
Communication Costs	\$7,253
Consumables	\$96,535
Miscellaneous Expense <sup>3</sup>	\$14,366
Professional Development	\$20,734
Equipment/Maintenance/Hire	\$96,926
Property Services	\$184,475
Salaries & Allowances <sup>4</sup>	\$228,392
Support Services	\$95,908
Trading & Fundraising	\$10,631
Motor Vehicle Expenses	\$15,298
Travel & Subsistence	\$160
Utilities	\$48,844
<b>Total Operating Expenditure</b>	<b>\$6,093,475</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,039,968</b>
<b>Asset Acquisitions</b>	<b>\$157,157</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$794,548
Official Account	\$41,146
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$835,695</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$125,293
Other Recurrent Expenditure	\$7,002
Provision Accounts	NDA
Funds Received in Advance	\$60,016
School Based Programs	\$91,949
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$56,645
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$340,905</b>

*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.*