

# 2023 Annual Report to the School Community

School Name: East Gippsland Specialist School (5490)



- 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 14 March 2024 at 10:35 AM by Daniel Clark (Principal)

- This 2023 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 14 March 2024 at 10:35 AM by Matthew Turner (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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').

## Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

East Gippsland Specialist School (EGSS) is located approximately 280 kilometres East of Melbourne, in the regional city of Bairnsdale. The EGSS vision encompasses a commitment to achieving excellence in education for students with additional learning

needs through curriculum which integrates learning technologies with best practice in teaching and learning. The student population is in the 5 – 18 year age group, has mild to profound intellectual disabilities and/or multiple disabilities. In 2023, we had approximately 76 students enrolled and our staffing profile consisted of 35.6 FTE staff members. The school has a large catchment area with some students travelling from as far as Orbost and surrounding areas to attend school daily; this is approximately a 200 kilometre round trip. Our overall socio-economic profile is low. The school recognises that every child is unique and that our students require additional supports and resources to enable them to succeed.

We promote the school values of Be Safe, Be Respectful and Be a Learner. Students are taught in small groups that are supported by teachers, education support (ES) staff, Allied Health staff and other specialist programs such as, PE, Performing Arts and Visual

Arts. The school remains committed to providing a progressive, stimulating and safe school environment that utilizes sound management practice, communication between all members of the school community, improved delivery of appropriate curriculum

and increased community awareness of students with a disability. The curriculum is based on the Victorian Curriculum.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, the school built upon the previous years' work, led by the leadership team that was established in 2022.

Individual Education Plans (IEPs) continued to be refined to improve outcomes for students and to be brought in line for the upcoming Disability Inclusion reforms, set to impact the school in 2025.

Further collaborative work was implemented on the Victorian Curriculum as common unit overviews as well as termly and weekly planning documents were implemented to supportive teachers with planning and collecting student data to inform teaching and learning sequences. These documents assisted with providing strong links between student achievement as well as academic, social/emotional progress and functional independent skills.

The school engaged in professional learning regarding the Science of Learning and Reading (SOLAR). This included all teachers and members of the leadership team engaging a SOLAR introductory short-course facilitated by Latrobe University. This then springboarded to the development of a Systematic, Synthetic Phonics program becoming embedded within our literacy program. Staff at the school engaged in further professional learning associated with this program and soft launched it in Term 4, 2023 ahead of a wide-scale roll-out and implementation scheduled for 2024.

Newly established assessment schedules were introduced and will continue to be an area of focus for 2024. Professional learning in the effective use of assessment schedules and analysis of student data at whole school and cohort levels was a focus and will continue to be a focus for teachers as part of their ongoing data and assessment as well as school improvement journey.

### Wellbeing

Numerous Wellbeing initiatives were continued in 2023 following their launch within the school in the previous year. School-Wide Positive Behaviour Support and Respectful Relationships were reviewed and a school-developed scope and sequence/curriculum map was developed during a curriculum day in Term 2. School staff used various resources to adapt teaching and learning sequences to suit the needs of students within the school and individual cohorts.

Following its launch in the previous year, The Zones of Regulation (ZoR) was continually embedded throughout the year within the school as a wellbeing program to assist students with identifying their regulatory states. The framework also enables staff to support

students to understand their emotions and practise strategies to co-and self-regulate. As a consequence it has become one of the schools' four core pillars.

Buddy the Assistance Dog program was continued in 2023 and impact felt across the school supporting individual students with engaging in their learning as well as cohort and class groupings. begun supporting students in classrooms across the school. The school continued to work extensively with renowned behaviour specialist, Dan Petro to refine our response to student behaviours, understanding functions of behaviour and developing functional behaviour plans to support students. Various data sources validated the great work that the school has been conducting in the wellbeing space. In the Attitudes to School Survey, Life Satisfaction received an 87% positive endorsement, Sense of Connectedness received a 77% positive endorsement and Sense of Inclusion received a 87% positive endorsement. The School Staff Survey also demonstrated positive endorsements for School Climate (68%), School Leadership (82%) and School Staff Safety and Wellbeing (72%), all of which were increases on the previous year.

## Engagement

Attendance continues to be of concern for a number of students at our school. Student and parent health, family holidays and general disengagement continue to have significant impact on student attendance. Therapy days and parent-chosen rest days also impact upon the data.

As a school we regularly engage with the Area Student Wellbeing and Engagement Officer (SWEO), local agencies such as GEGAC, The Orange Door, Koorie Engagement Support Officers (KESOs), and in some cases DFFH, to support families to have their children attend school more regularly. The school established an attendance monitoring process where teachers are instructed to make contact with families after 3 days of not attending school, which is then followed up by a referral to the SWEO if non-attendance reaches 5 days.

In 2023 the school was involved with the School Focused Youth Service (SFYS) initiative where funding was provided to assist a staff member with being released to co-ordinate and facilitate our Assistance Dog program. The funding also provided additional training for more staff to be trained as handlers so that a viable model could exist beyond the availability of funding to release staff to engage with and run this program.

In 2023, the school employed various strategies to engage families in the Parent Opinion Survey and managed to encourage approximately engage one third of families in the school. Overall, there was a 93% positive endorsement for Student Cognitive Engagement, a 98% positive endorsement for Parent Community Engagement and a 94% positive endorsement for Student Development. There were further pleasing results obtained with the Attitudes to School Survey with a 77% positive endorsement for Student Voice and Agency, a 74% positive endorsement for Stimulated Learning and 84% positive endorsement for Differentiated Learning Challenge.

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## Financial performance

East Gippsland Specialist School continues to be a hard to staff school. Having difficulty attracting teachers means that some of our teachers are employed casually, through our School Level Payroll system. In 2023 we spent a total of \$331,277 on salaries through our SLP.

Some of our other major expenses were Property Services, \$172,281, and Utilities \$32,699, which includes building & grounds works, cleaning costs, electricity, and waste removal. We are currently undergoing major building works with \$400,000 being committed to support our Primary Playground upgrade. We continue to support our staff and students with \$28,379 being spent on Professional Development as well as over \$37,000 being spent on support services. With the incoming Disability Inclusion reforms set to rollout into Outer Gippsland in 2025, the school is mindful of the potential implication that this will have on staffing budgets, particularly whilst awaiting the outcome of funding applications through the new Disability Inclusion Profile. As a result, the school will aim to be conservative regarding cash flow now and into the future as we work through these forms.

**For more detailed information regarding our school please visit our website at**  
<https://www.eastgippslandss.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 76 students were enrolled at this school in 2023, 22 female and 54 male.

NDP percent of students had English as an additional language and 26 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).

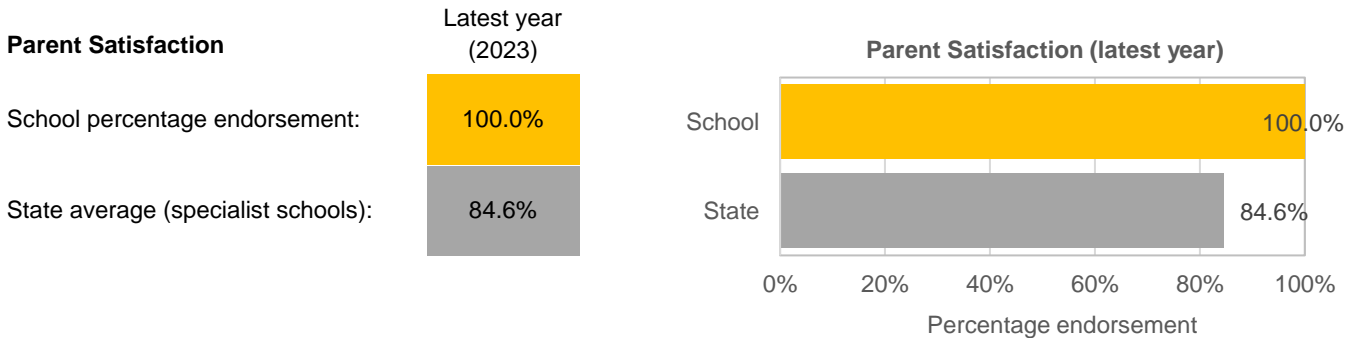
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The 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.

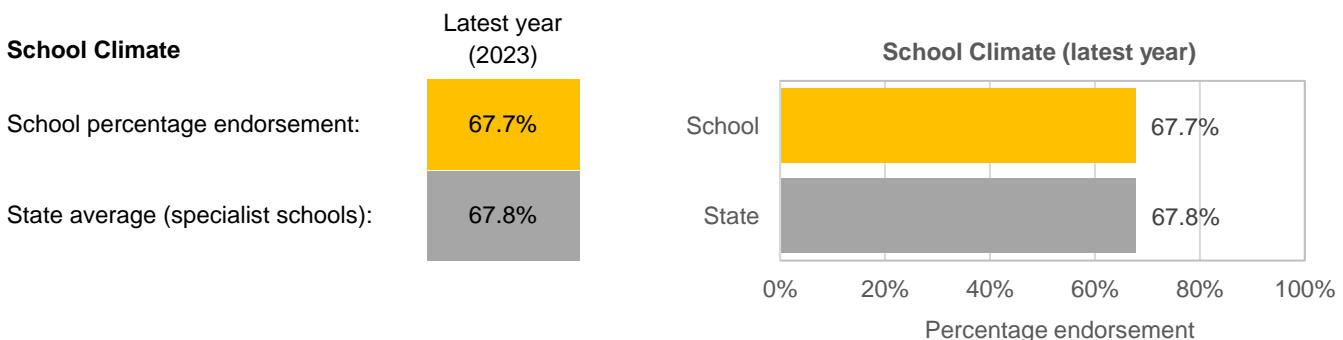


### School Staff Survey

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.



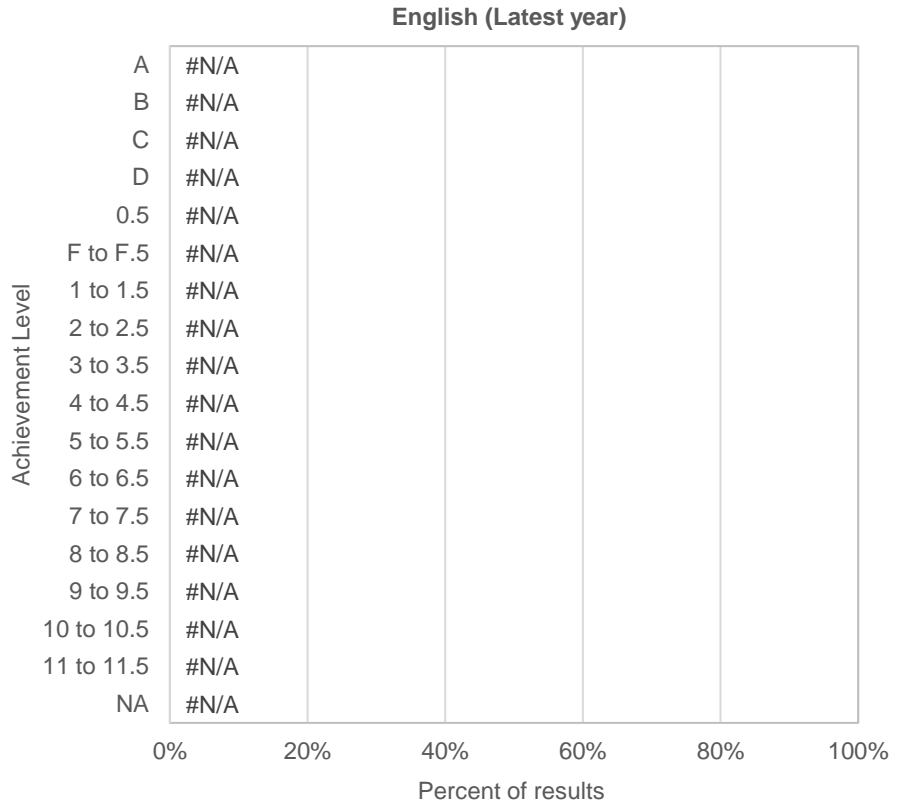
## LEARNING

### Teacher Judgement of student achievement

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

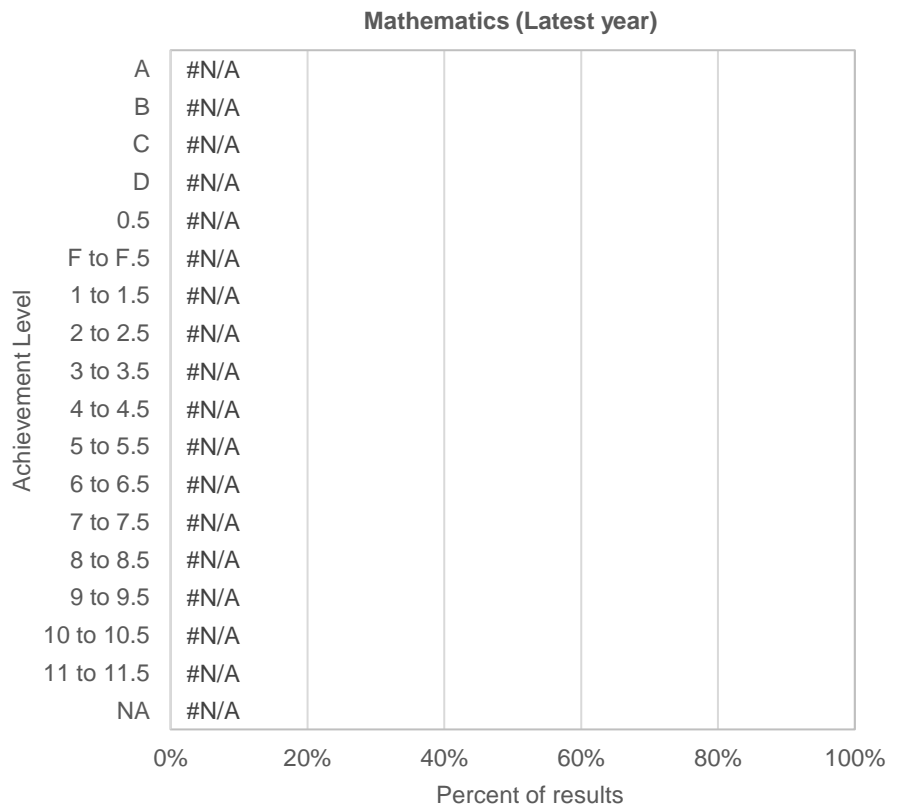
#### English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
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 (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
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



## 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	2020	2021	2022	2023	4-year average
School average number of absence days:	47.3	48.8	48.4	44.2	47.3

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	100.0%	NDP	100.0%	100.0%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,152,867
Government Provided DET Grants	\$1,257,284
Government Grants Commonwealth	\$3,436
Government Grants State	\$11,750
Revenue Other	\$49,938
Locally Raised Funds	\$105,572
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,580,848</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$232,854
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$232,854</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,738,324
Adjustments	\$0
Books & Publications	\$1,451
Camps/Excursions/Activities	\$7,618
Communication Costs	\$14,906
Consumables	\$90,488
Miscellaneous Expense <sup>3</sup>	\$34,995
Professional Development	\$28,834
Equipment/Maintenance/Hire	\$40,891
Property Services	\$172,281
Salaries & Allowances <sup>4</sup>	\$331,277
Support Services	\$37,974
Trading & Fundraising	\$2,974
Motor Vehicle Expenses	\$15,147
Travel & Subsistence	\$0
Utilities	\$32,699
<b>Total Operating Expenditure</b>	<b>\$4,549,859</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,030,988</b>
<b>Asset Acquisitions</b>	<b>\$73,386</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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,316,242
Official Account	\$36,658
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,352,900</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$122,463
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$48,247
School Based Programs	\$365,227
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$543,929
Maintenance - Buildings/Grounds < 12 months	\$109,144
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,359,010</b>

*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.*