

2020 Annual Report to The School Community



School Name: Verney Road School (5153)



- 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 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 16 June 2021 at 04:49 PM by Angela Buxton (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.

Attested offline by School Council President and processed by Daniel Belic (SPOT Admin) on 17 June 2021 at 10:49 AM

How to read the Annual Report

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.

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.

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)

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.

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').

About Our School

School context

Verney Road School in partnership with parents, carers and the community provides an opportunity for all children to have a meaningful and worthwhile education that maximises their talents and abilities and enhances respect and self-esteem and prepares each individual for a purposeful pathway into adulthood. We are a 'Dual Mode Specialist School' for students with a mild to profound intellectual disability. Many students have multiple diagnoses of disability which may include Autism Spectrum Disorder (ASD), Down syndrome, Attention Deficit Hyperactivity Disorder (ADHD), associated impairments such as sensory and physical impairments and/or challenging behaviours. Students' ages range from three to eighteen years of age. The school has an Early Education Unit and three school aged sections, Early, Middle and Senior Years. Each of these units is led by a Leading Teacher. In 2020 we did not enrol any international students.

Verney Road School has a culture of four key expectations and these are embedded through our strong School Wide Positive Behaviour Program:

Be Safe ~ we are committed to the promotion of behaviours and creating environments that ensure the wellbeing of every member of the school community.

Be Respectful ~ we are committed to accepting each other ~ as we are and valuing our strengths and differences.

Be Responsible ~ we are committed to supporting each other, for being accountable for our actions and encouraging all to achieve independence.

Be a Learner ~ we are committed to all members of our school community having a go at diverse learning opportunities and by reflecting on our mistakes and not giving up, we build success.

A broad, but defining, aim is to support our students to be as independent and likeable as possible

The school was purpose built in 1999 for 74 students. As the school has grown, so has the pressure of the building infrastructure. At the start of 2020, two portable classrooms were added to meet the growing population and this was followed by four more at the end of 2020. The school is landlocked by a housing estate on the north and a primary school on the west. Space for the students is at a premium and play times are alternated to accommodate each Unit. The majority of students travel to school by contract buses, a small cohort travel independently on mainstream buses and approximately sixty students travel daily with parents /carers by car. Play, car and bus parking space is at a premium.

Over the last few years, the student enrolment has steadily increased. In 2020 enrolment reached 219 students of school age plus 25 children in our Early Education Program. Facilities and programs at the school are being implemented to meet the growing demand. In 2020 there were total of 23 classrooms with an average class size of 10 students.

2020 was a challenging year, however while the global pandemic surfaced, we proudly showed what a strong school community we are as we were able to support our students and families through lockdowns and school closures. At the start of 2020 we appointed a second assistant principal and now have an assistant principal for curriculum and another for wellbeing and engagement. We are also very proud of our growing Allied Health Team, which includes Occupational Therapy, Speech Therapy, Physiotherapy and Remedial Massage and specially trained Education Support Staff to deliver a range of programs and supports across the school. Our total number of staff is 100 (75.65 FTE staff of whom one identified as Aboriginal and Torres Strait Islander) . Our Wellbeing Team includes a social worker, a newly appointed psychologist and a Parent Liaison ES. This latter role was developed to support our families in transitioning to the NDIS, but further supports families in a range of ways including transitions and medical needs. We are dedicated to both student and staff wellbeing as reflected in our current Strategic Plan.

Our curriculum is varied and strongly and is grounded in our belief that every child can learn. In Early and Middle Years the curriculum is based on the Victorian Curriculum. We have Learning Specialists who support our classroom teachers in English, Communication, Mathematics and Inclusion. Our curriculum also provides music, physical education and art as specialist programs. Our Senior Years' students follow the VCAL Curriculum which focusses on

developing pathways for the future. Every student at VRS leaves with a developed pathway such as further study at TAFE, work or apprenticeships while others attend Connect GV or Shepparton Access.

We have a VRS instructional model which is used to clearly identify expectations. Established routines are a vital part of daily teaching at VRS and a timetable of the day is displayed. Visual cues are used in every lesson and highlights the importance we place on Augmentative and Alternative Communication (AAC). Our 'motto' is to build independence and likeability in all of our students and underpins the importance of both our academic and social capability syllabi.

Framework for Improving Student Outcomes (FISO)

In 2020, Verney Road School delivered on our Key improvement Strategies (KIS) across a number of areas, although there were some modifications due to periods of remote and flexible learning due to the COVID-19 pandemic. Our response to this reflected our approach to all learning; to meet the child where they are at in their learning, to support families and to develop robust and sustainable relationships with all within our community. As such we had a multi-modal approach to curriculum delivery during school lockdown periods which included delivery of individualised learning packs to homes, online lessons and limited on site delivery to some of our more vulnerable students and those children of essential workers. Happily, we found that students adjusted well to a return to on-site schooling and we credit that to the positive contributions by staff and parents alike during these periods.

Although there was some disruption to learning during 2020, we found that it was not the hiatus it could have been. We adjusted AIP goals to reflect the mode of delivery, and although some external professional learning could not proceed, we found ways to deliver this learning inhouse or online. One way we could maximise our time in 2020 was to focus in on our School Wide Positive Behaviour Support program. We thoroughly reviewed our Individual Education Plans and our Behaviour Support plans which has allowed staff to more thoroughly understand student behavior with the end of being more targeted in their learning plans.

Achievement

Staff developed further knowledge of Victorian Curriculum and VCAL and were able to embed this knowledge into their practice.

Our continued growth in practice using ABLES, Victorian Curriculum and PASS goal banks have strengthened teacher understanding and capacity with the triangulation of data and understanding the importance of moderation of student progress and goal setting/review. Collaborative Planning and the introduction of the AIP linked 5-Week Learning Cycle has built teacher capacity in consistency of implementing both the Vic Curriculum and VCAL.

Semester 2 Data:

Score of 4 or 5 in IEP English Goals - 86%

Score of 4 or 5 in IEP Mathematics Goals - 78.65%

VCAL Yr 10 and Yr 11 Literacy - All Yr 10 and 11 students who maintained consistent attendance achieved their Literacy Units, being 91.3% of the cohort. However, those student's who had inconsistent attendance (school approved absence) did not achieve their Units.

VCAL Yr 10 and Yr 11 Numeracy - All students who maintained consistent attendance achieved their Numeracy Units, being 95.65% of the cohort. However, those students who had inconsistent attendance (school approved absence) did not achieve their Units

Program for Students with Disability funding was used to support each student through their well developed Individual

Education Plan (IEP). This included support from allied health and wellbeing staff as well as additional classroom teaching staff.

Introduction of the Scope and Sequence in all Key Learning Areas has built teacher knowledge of the breadth of the curriculum and supported them in the use of formative and summative assessment. The use of the continuum tracker, along with the updated IEP format using the Sentral platform, has further allowed teachers to select appropriate learning goals for their students directly linked to the curriculum.

KIS: Build teacher knowledge and skills to analyse data to inform goal setting, planning and instructional practice. This goal was partially met, as our school identified the need to change focus during the COVID-19 pandemic and remote/flexible learning periods to an enhanced focus on student/staff wellbeing. We made sound progress in staff using the Sentral platform to create IEPs using the new format, with SMART goals directly linked to curriculum success indicators. We commenced working with a Mathematics consultant to enhance our development of the scope and sequence of learning

Engagement

During 2020 we worked to ensure that students had an authentic role in their learning through student voice, agency and leadership.

A considerable amount of 2020 has focused on helping staff to understand the difference between voice and agency (in a sense of ownership of learning, self-advocacy etc) verses the idea of Physical Voice (AAC) and will be part of ongoing learning.

In relation to Voice and Agency, we have started working on piloting programs around building student leadership, (Middle Years Leaders) and voice/leadership camps and excursions facilitated by the Teacher Leader in V+A. Some classes have worked towards student-led learning cycles, where more authentic integrated learning has been put into place. Student Leadership groups couldn't effectively take place due to covid restrictions and zoning.

With our ongoing commitment to Augmentative and Alternative Communication (AAC), staff have continued to build capacity through pre-recorded mini lessons on key vocabulary. An ongoing focus has been building student capacity to access and use these systems for a range of functions in their day-to-day activities.

We firmly believe that rigor and routine need to be at the forefront of our learning cycles. By using this model following breaks to onsite learning, we were able to support student attendance. Other strategies including communication with families either by phone or through our newly implemented program, Seesaw, helped to support attendance.

Wellbeing

A key focus of our work was building a wellbeing framework to support students and staff. We have in many ways surpassed the targets for this goal. One upside to the pandemic was the ability to switch-on this goal and further focus on Tier 1 and 2 interventions for SWPBS, as well as develop a new Allied Health key contact working model which has increased the team's visibility across the school. Our SWPBS team have led a PLC based around an ABA stylised version of Behaviour Support Planning which has led to better understanding of functional behaviour analysis across our staff. This has led to a reduction in major behaviour referrals for most students across the year, indicating success in this process.

By 2020, improve the Student Attitudes to School Survey factors of:

- School connectedness improved by 5% from 74% to 79%
- Sense of inclusion from 90% to 92% (no longer reported)
- Resilience from 77% to 80% or greater (no longer reported)

By 2020, improve the Parent Opinion Survey percentage endorsement for the factors of:

- Managing bullying from 85% to 87% or greater - 2020 - 81% positive 17% neutral
- Not experiencing bullying from 57% to 60% - 2020 - 64%

By 2020, improve the School Staff Survey factors of:
Build resilience and a supportive environment from 71% to 83% or greater -
School support for staff physical safety from 64% to 68% or greater
Staff safety and wellbeing consultation and participation from 76% to 80% or greater
Staff psychological safety from 66% to 68% or greater.

Financial performance and position

Verney Road School supported students and staff through the most challenging year of all time. Student learning, engagement and wellbeing were paramount throughout 2020 and Verney Road School sustained a high level of resources to provide the necessary help and guidance to parents during remote learning and resettling of students back into onsite teaching. Additional technology equipment was purchased, in total \$57,781 was spent towards extra iPads, updating classrooms with HDi Touch Screens, new laptop cabinets and new laptops for the expansion of the Allied Health Team. Staff Professional Learning costs were reduced because staff were unable to attend conferences or have presenters come into the school for training. All professional learning was done online and only \$17,665 was spent out of an allocated budget of \$57,500. WDEA Works donated \$10,000 to go towards a new Rope Play Course which is planned to be installed in 2021. \$445,237 of Equity funding was targeted at AAC, Literacy, Maths, Allied Health and Student Welfare. Specialists were employed in Communication, Maths and Reading. A full time Student Engagement Officer, a Family Engagement Officer, Occupational Therapist and a language development officer in the form of a Speech Therapist were also employed. \$29,250 was received in CSEF funding for students camps, this amount has been carried over for future activities and the funds will be held in credit for students. Addition \$50,000 Commonwealth funding became available as trainee subsidies. Verney Road School surplus for December 31st, 2020 was \$1,397,685, with only 94% of the schools expenditure budget spent and classes ran at a higher teacher:student ratio due to lack of classroom spaces. The considerable surplus will allow the employment of extra teachers and education support personal moving into 2021, offering an increase in classrooms and reduction in the teacher:student ratio.

For more detailed information regarding our school please visit our website at
<http://verneyrd.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 213 students were enrolled at this school in 2020, 49 female and 164 male.

10 percent of students had English as an additional language and 17 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.

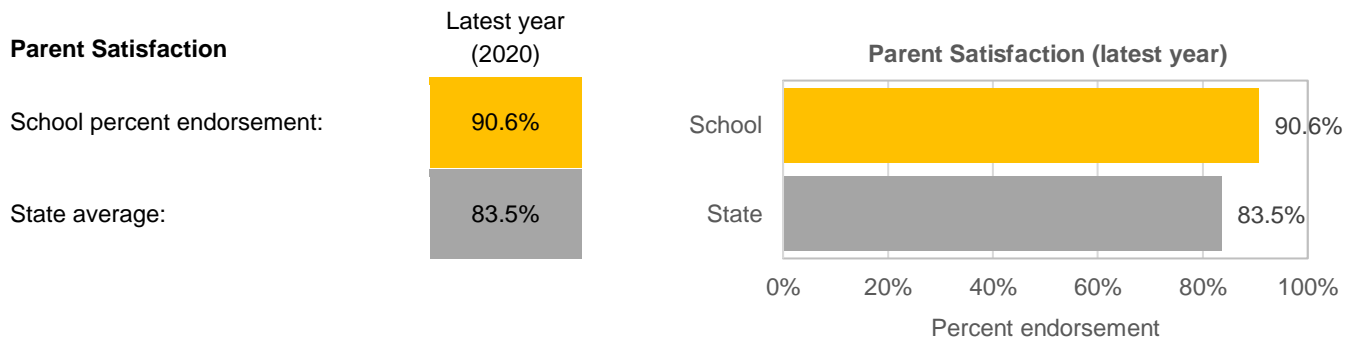
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

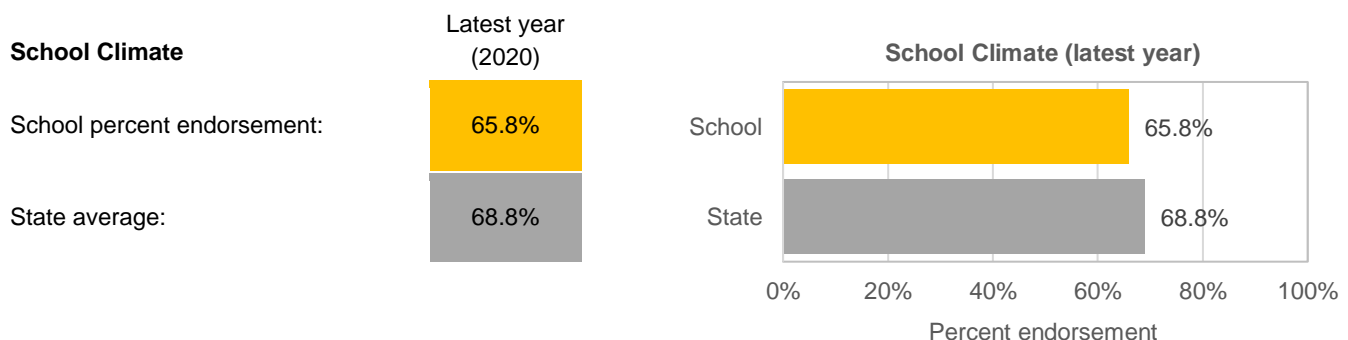


School Staff Survey

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.



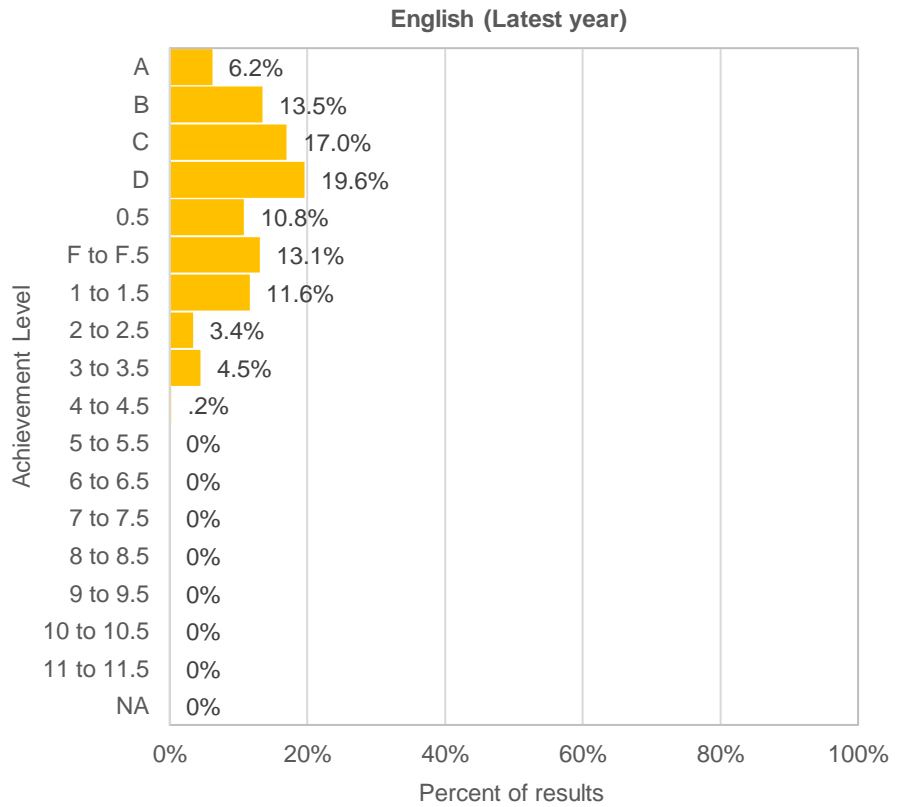
ACHIEVEMENT

Teacher Judgement of student achievement

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

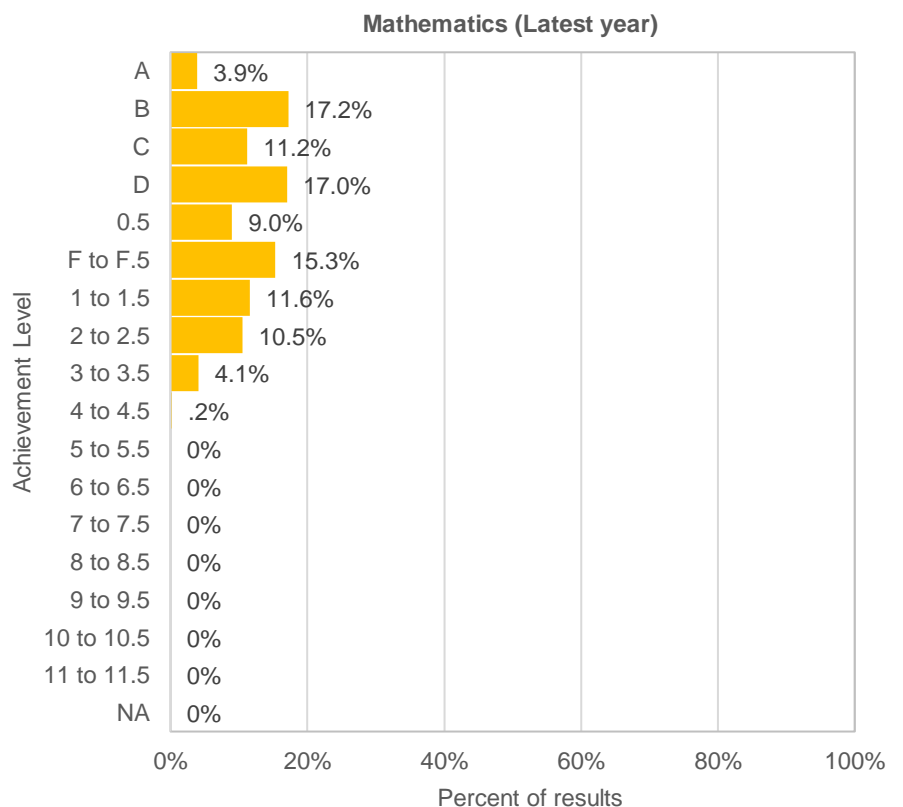
English

Achievement Level	Latest year (2020)
A	6.2%
B	13.5%
C	17.0%
D	19.6%
0.5	10.8%
F to F.5	13.1%
1 to 1.5	11.6%
2 to 2.5	3.4%
3 to 3.5	4.5%
4 to 4.5	0.2%
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 (2020)
A	3.9%
B	17.2%
C	11.2%
D	17.0%
0.5	9.0%
F to F.5	15.3%
1 to 1.5	11.6%
2 to 2.5	10.5%
3 to 3.5	4.1%
4 to 4.5	0.2%
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. 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:	17.2	15.2	19.9	29.0	20.6

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%	90.9%	84.2%	42.9%	75.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$7,814,590
Government Provided DET Grants	\$1,564,268
Government Grants Commonwealth	\$40,006
Government Grants State	\$9,725
Revenue Other	\$21,166
Locally Raised Funds	\$13,642
Capital Grants	NDA
Total Operating Revenue	\$9,463,397

Equity ¹	Actual
Equity (Social Disadvantage)	\$445,237
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$445,237

Expenditure	Actual
Student Resource Package ²	\$6,668,880
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$18,163
Communication Costs	\$9,036
Consumables	\$199,866
Miscellaneous Expense ³	\$34,234
Professional Development	\$17,665
Equipment/Maintenance/Hire	\$143,871
Property Services	\$380,551
Salaries & Allowances ⁴	\$329,228
Support Services	\$183,001
Trading & Fundraising	\$7,594
Motor Vehicle Expenses	\$24,837
Travel & Subsistence	NDA
Utilities	\$48,787
Total Operating Expenditure	\$8,065,712
Net Operating Surplus/-Deficit	\$1,397,685
Asset Acquisitions	\$24,979

- (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

Funds available	Actual
High Yield Investment Account	\$892,558
Official Account	\$16,278
Other Accounts	NDA
Total Funds Available	\$908,836

Financial Commitments	Actual
Operating Reserve	\$196,542
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$99,150
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$100,500
Capital - Buildings/Grounds < 12 months	\$42,000
Maintenance - Buildings/Grounds < 12 months	\$223,000
Asset/Equipment Replacement > 12 months	\$133,000
Capital - Buildings/Grounds > 12 months	\$128,165
Maintenance - Buildings/Grounds > 12 months	\$64,225
Total Financial Commitments	\$979,439

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.