

2022 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 of the previous calendar year 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 2023 at 09:41 AM by Angela Buxton (Principal)

- This 2022 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 28 April 2023 at 09:30 AM by Di Steven (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 and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Verney Road School values the strong partnerships they have formed with parents, carers and the community to provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise talents and abilities and enhance self esteem and prepare each individual for a purposeful pathway into adulthood. We are committed to providing an education for each and every one of our children and young people with a mild, moderate or severe intellectual disability. We have a strong learning ethos with a belief 'that all children can learn.' Individualised goals and teaching strategies are developed with parents / carers using Individual Learning Plans, with high expectations for all learners. Our goal is the promotion of positive student behaviour, communication skills, emotional wellbeing and maximising independence in daily life and learning. Our motto is to promote independence and likeability in every student.

The school is currently located on a small parcel of land in central Shepparton. With an growing enrolment, currently 223 students not including our Early Education children and 115 staff, the challenges of day to day provision for access to a wide variety of learning opportunities is impacted. Earlier in the year the announcement that a new purpose built school would be developed for us on the large former Wanganui Park Secondary College site was welcomed enthusiastically.

Our student age range stretches from age 2.8 – 18 years. Many students have multiple diagnoses of disability including intellectual disability and may also include Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Down Syndrome. Students can also present with medical, sensory, physical impairment and challenging behaviours. We have a strong learning ethos with a belief 'that all children can learn.'

Progress towards strategic goals, student outcomes and student engagement

Learning

All students at VRS has well developed Individual Learning Plans. These plans are developed each semester in consultation with parents/carers, and students as appropriate, and are linked to either the Victorian Early Learning and Development Framework, Victorian P-10 or Victorian Pathways Certificate curriculums. . Classroom observations, learning Walks and Talks and in class programs that all support a solid induction program have been facilitated. However, implementation of a rigorously structured and supported Collaborative Planning Teams have ensured a consistent and sustained improvement in our literacy and numeracy programs. Data from our Our Tutor Learner Program has shown the success of this program, or assessment schedule has been revised and Essential Assessments introduced. Our little Learners Love Literacy program has also been very successful. This led to our targets of goal achievement were met or exceeded across the school. Data from our Parent Opinion Survey shows that we continue to receive strong support from our parent cohort. In all areas of the Parent Opinion Survey, endorsement exceeded the State average.

2022 also saw us embed our professional learning Team structures across the school. This has helped as to further develop a collaborative and supportive structure for staff to work in. Teachers are authentically delivering differentiated teaching and learning to meet students' individual needs while students are actively engaged in their learning. This is underpinned by our student voice processes which ensures students have opportunity to co-develop their learning goals.

Wellbeing

Verney Road School has a culture of four key expectations, these are what we value:

Be Safe ~ we are committed to the promotion of behaviours and creating environments that ensures 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.

The focus in 2022 was to ensure that every student was re-engaged in their learning post the disruptions of the COVID years prior to this. A clear target was to improve the attendance rate which was achieved. A 'Wrap Around the Family' approach allowed for engagement of families and we 'opened the school doors' again welcoming parents in with activities such as Mothers' Day celebrations and an inaugural school fete. Our breakfast program also continued and we engaged the support of a Healthy Kids Adviser to ensure that menu options met the nutritional needs of our students. The results were sensational showing significant improvement in unapproved absences for the year with an average of 4.8 days.

We further embedded a multi-tiered response model to support students' mental health with appointment of a school nurse and by partnering with Real Schools to develop restorative practices across the school. We continued to work with Behavioural Resources Australia (Dan Petro) further developing our universal behaviour supports. This aligned with our School Wide Positive Behaviour Support program where a strong, active team of staff worked to develop this program further with fidelity. We were also very excited to appoint a Behaviour Support Coach who is a qualified Board Certified Behaviour Analyst who has supported the development of behaviour plans.

With the challenges that 2022 brought, including a short return to remote and flexible learning at the start of the year and major flooding in October, we are very proud of the way our staff immediately responded to the needs of our families. Their dedication to our students and the consistency of the programs they deliver ensured that the impact of these catastrophes could be mediated.

Engagement

2022 saw us reinvigorate our engagement programs across the school. Camps were run for students in the upper end of the school, our first Debutante Ball post COVID was a huge and spectacular event and our inaugural school fete was a celebration for the whole school community. Using student voice in decision making in all these activities definitely helped to make all of these events true celebrations. The year culminated with a whole school End of Year Assembly. It was a delight to have the whole school together for the assembly (despite needing to take it off site due to the current space limitations).

Our Student Representative Council includes students from each Unit of the school. They meet regularly and their feedback is always considered and acted on. Each of our celebrations across the school is discussed with them and their ideas incorporated. It is fabulous to see their independence and confidence grow.

Our school continues to prioritise and develop strong positive relationships with every student. Our student surveys show that our students feel very supported by staff and that they all have at least one staff member who they know they can rely on to support them. In fact most students identify a number of staff that they trust and will turn to for support. A common vision that underpins everything we do when supporting students is to ensure that each and every one of them is as successful as they can possibly be. This is actioned with a 'whatever it takes' attitude.

Other highlights from the school year

A significant highlight for Verney Road School was the announcement of funding to develop Stage One of a two stage new school build at the old Wanganui Secondary College site. Almost \$25 million will be invested with a completion date set for the start of the 2025 school year.

We congratulate our school community for all their commitment in advocating for this.

Financial performance

Covid and the worst flooding ever in the area, both caused interruptions during 2022. Staff supported the students through re-engagement and settling back into onsite learning and supported many of our affected families. Additional staff were employed to

increase the student:staff ratio for re-settling. Casual relief staff were employed and the budgeted wages of \$209,110 was exceeded, \$354,559 was actually spent. Staff prepared meals for families, pushing the non curriculum consumables budget up by 355%. Through the Trainee Incentives \$16,000 was received for the completion of the 2021 Trainees and \$77,287 was received from the 2022 Trainee Boost Grants, this covered half the cost of our trainees. Use of online applications like: Sentral, Seesaw, EyeGaze, Naavi (online Newsletter), Linkassist, Essential Assessment (Num & Lit) and survey monkey saw \$24,804 spent, with only an \$8,000 allocated budget. The expenditure budget of \$1,381,138 was 99% spent. Department of Education cash funds received were \$1,520,929. Monitoring of the revenue and expenditure for 2022, was within the guidelines of DET and Verney Road School will be in a very strong financial situation to allow the school to continue to develop and grow to achieve their best learning for 2023.

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 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 227 students were enrolled at this school in 2022, 57 female and 170 male.

16 percent of students had English as an additional language and 19 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).

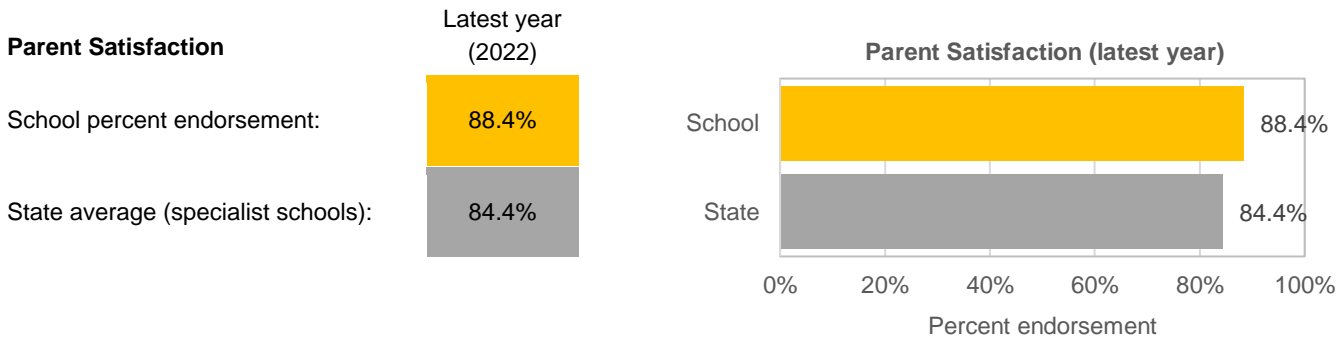
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

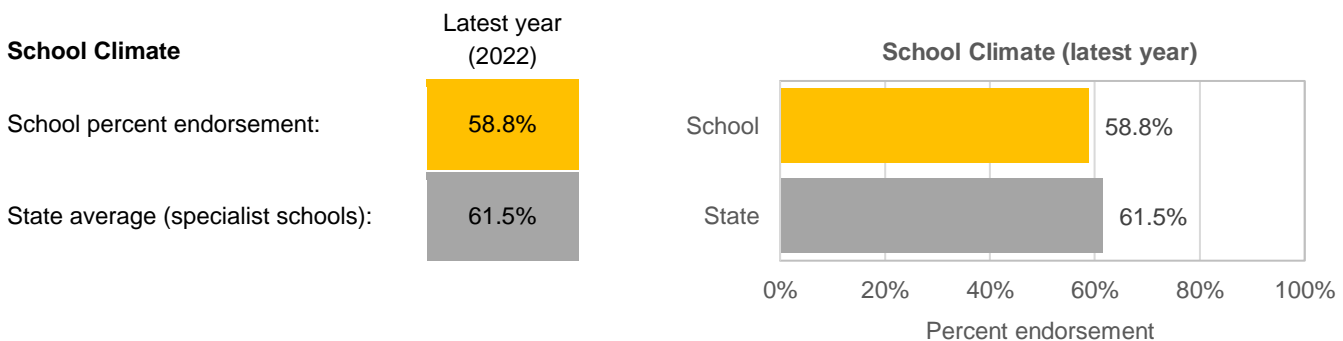


School Staff Survey

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.



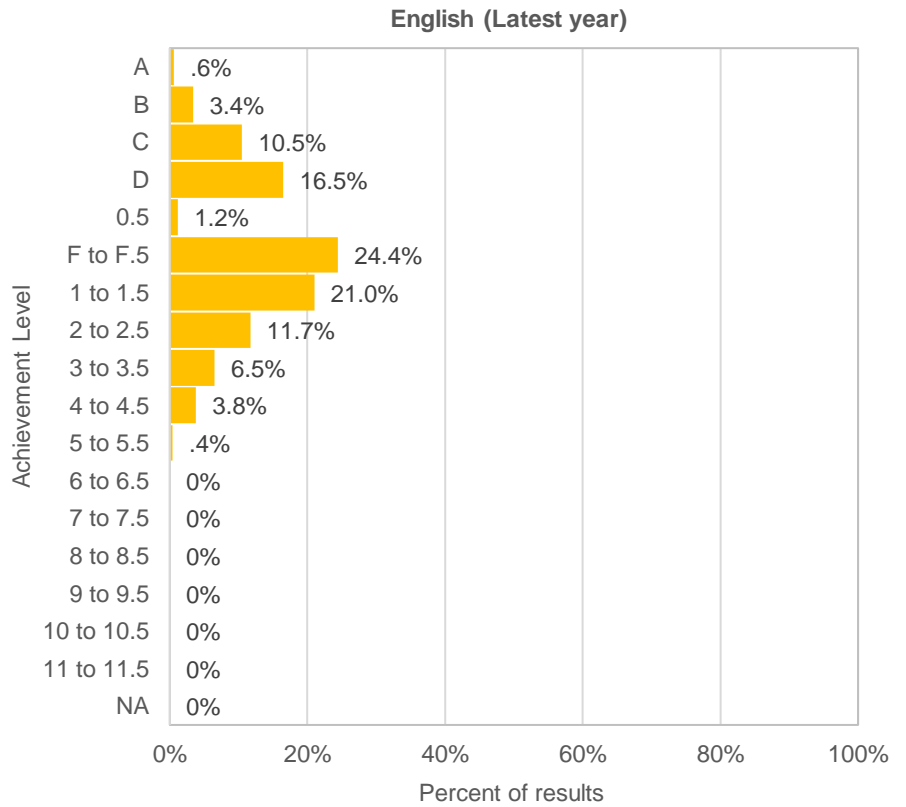
LEARNING

Teacher Judgement of student achievement

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

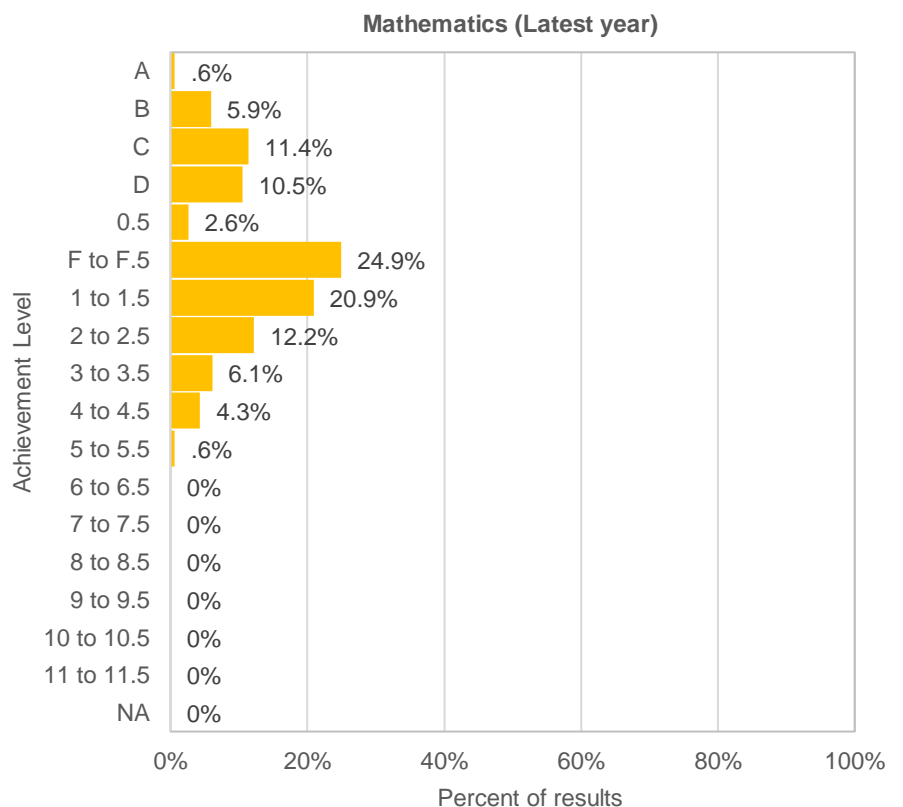
English

Achievement Level	Latest year (2022)
A	0.6%
B	3.4%
C	10.5%
D	16.5%
0.5	1.2%
F to F.5	24.4%
1 to 1.5	21.0%
2 to 2.5	11.7%
3 to 3.5	6.5%
4 to 4.5	3.8%
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 (2022)
A	0.6%
B	5.9%
C	11.4%
D	10.5%
0.5	2.6%
F to F.5	24.9%
1 to 1.5	20.9%
2 to 2.5	12.2%
3 to 3.5	6.1%
4 to 4.5	4.3%
5 to 5.5	0.6%
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	2019	2020	2021	2022	4-year average
School average number of absence days:	19.8	28.9	25.3	33.0	26.9

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:	84.2%	42.9%	100.0%	83.3%	74.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$9,339,579
Government Provided DET Grants	\$1,417,842
Government Grants Commonwealth	\$93,287
Government Grants State	\$9,800
Revenue Other	\$27,408
Locally Raised Funds	\$25,680
Capital Grants	\$0
Total Operating Revenue	\$10,913,595

Equity ¹	Actual
Equity (Social Disadvantage)	\$465,500
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$465,500

Expenditure	Actual
Student Resource Package ²	\$8,059,089
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$59,726
Communication Costs	\$7,945
Consumables	\$173,751
Miscellaneous Expense ³	\$29,043
Professional Development	\$61,836
Equipment/Maintenance/Hire	\$59,996
Property Services	\$264,188
Salaries & Allowances ⁴	\$354,559
Support Services	\$285,869
Trading & Fundraising	\$2,599
Motor Vehicle Expenses	\$20,488
Travel & Subsistence	\$0
Utilities	\$45,352
Total Operating Expenditure	\$9,424,441
Net Operating Surplus/-Deficit	\$1,489,154
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$984,617
Official Account	\$62,677
Other Accounts	\$0
Total Funds Available	\$1,047,294

Financial Commitments	Actual
Operating Reserve	\$218,978
Other Recurrent Expenditure	\$2,351
Provision Accounts	(\$6,252)
Funds Received in Advance	\$0
School Based Programs	\$108,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$118,000
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$137,500
Asset/Equipment Replacement > 12 months	\$162,000
Capital - Buildings/Grounds > 12 months	\$124,110
Maintenance - Buildings/Grounds > 12 months	\$140,828
Total Financial Commitments	\$1,041,015

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.