

2022 Annual Report to the School Community

School Name: Ballarat Specialist School (4762)



- 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 11:06 AM by Sam Sheppard (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 27 April 2023 at 02:42 PM by Tania Flowers (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

Ballarat Specialist School is situated in Lake Gardens, which is a suburb of Ballarat with a total student enrolment of 434 students and about 20 children attending our kindergarten. Our staff consists of 67 teachers (several part time) and 150 educational support staff which includes Occupational therapists, Speech Pathologists, Physio and Exercise Physiologist, Social Workers, School Psychologist as well as Allied Health Assistants. We also have nine in our administrative and four in our maintenance staff and five principal class staff.

Ballarat Specialist Schools vision is to be a community of inclusive, innovative and inspired learners. Supporting this vision are three core values:

- **Respect** - appreciating diversity and being considerate of how people think and live
- **Responsibility** - empowering students to take ownership of their learning and actions
- **Safety** – learning the skills to access the curriculum safely.

Ballarat Specialist Schools SFOE was 0.5577 in 2022.

Our educational programs provides a balanced and personalised curriculum where student achievement is acknowledged and celebrated. Ballarat Specialist School is a dual-campus K-12 school organised around four stages of learning - Kindergarten, Primary School, Middle School and Senior School. Our K-9 students are accommodated on our main Gillies Street Campus. Our Early Learning Centre (ELC) caters for both 3-year-old and 4-year-old kindergarten. The educators in this area of the school work according to the Victorian Early Years Learning and Development Framework (VEYLDF). The school's Primary and Middle Years areas utilise the Victorian Curriculum incorporating the Abilities Based Learning and Education Support (ABLES) suite. All students Prep to Year 9 have an Individual Education Plan (IEP). Our Senior School students (Yrs 10-12) are located at our Senior Campus on Norman Street. Our senior students engage in the Foundation level of the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) learning opportunities. The focus of learning in the Senior School is student pathways and preparation for independent living post-school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ballarat Specialist School continues to be extremely proud of our achievements in student learning outcomes.

In 2022, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on students who access the curriculum between levels A to C. Throughout the year, the A to C learning specialist worked with staff from the High Support Mini School as well at the early Primary School to develop a consistent and best practice, whole-school approach to the teaching of the A to C curriculum. Building staff knowledge and skills, this has enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation for all students.

The strategic amalgamation of the Allied Health Team, Wellbeing Team and Curriculum team into one team, the Integrated Services Team (IST). The implementation of IST is aimed at streamlining the supports teachers require to aid students access to the curriculum. This will continue in 2023 and be reviewed for the 2024 year.

We continued to support other schools in our network with the PLC initiative. In 2022 we were a link school which meant other schools were supported by us through the PLC inquiry model. Mostly this was supporting schools with the Disability Inclusion Profile as well as with assisting schools to adjust the curriculum levels of their content. This work was also supported by our Inclusive Outreach Coach who worked with 15 schools across our network.

Wellbeing

Health and wellbeing support continued to be prioritised for staff, students and their families at Ballarat Specialist School during 2022 and the coronavirus pandemic. The school ensured prompt, clear communication with all stakeholders and worked diligently to provide a safe environment for students and staff.

Mental Health support has been a focus for staff and students, with the school actively engaging in positive mental health activities in mini schools and pleasingly in whole school professional learning for the first time since

2020. We provided additional support to families, we continued doing a meal delivery.

We liaised with many care teams and supported families and carers with service providers, NDIS supports, and government and other private organisations. In 2022 BSS embedded the use of Compass to track and appropriately support home school communications allowing for notifications to parents, booking of parent meetings, and electronic access to IEPs and reports. Seesaw has continued as a general classroom communication tool. Webex and Social media have also been utilised to support family/school communications and participation in special events such as assemblies.

In 2022, we employed a learning specialist to focus on Wellbeing and engagement with their key work being re-embedding the School-wide Positive Behaviour and Intervention Support (PBIS) programs across the school. The learning specialist will also over see Murrang and attendance.

We have the most accurate behavioural data we've ever had. Staff are completing major behaviour forms, and we have a process through the Integrated Service Team (IST) to allocate support depending on the data. Our Student Management Tool 'Compass' has assisted staff in completing the forms and also makes it easier to track the data on a school-wide level. The information we have is baseline data, and we look forward to developing trend data on the effectiveness of our SWPBIS interventions.

The Respectful Relationships program was launched at BSS in 2020. We completed the process to become a Respectful Relationships school and have been allocated a lead school. We have completed the curriculum training, and staff have begun implementing it in 2022.

Engagement

The importance of school attendance in 2022 was promoted at Ballarat Specialist School by utilising a whole school approach. Attendance data was regularly monitored by the student attendance officer for early identification of at-risk students. The school attendance officer, home group teachers and the Leading Teacher are responsible for following up with parents when an explanation for an absence is not provided. School attendance strategies and implementation are overseen by the assistant principal over seeing each mini school. Whilst Ballarat Specialist School did record higher absences in 2022 than previous years, this data is quite difficult to interpret given the circumstances around the pandemic and lockdowns.

Ballarat Specialist School continued to focus on student transitions to support student engagement in 2022, from kinder to primary, primary to secondary and from secondary to pathways or employment. The Ballarat Specialist School transition program supported students as they made the transition into their next journey. The pathways program continued to provide students with great knowledge, skills and opportunities in planning for future careers.

In 2022, to further promote student engagement, we focused on camps, excursions and incursions after not being able to do them for the previous two years. For the first year we had camps for the Primary, Middle and Senior School at various times.

These strategies had a positive effect on our student, with our Attitudes to School Survey indicating, despite the COVID-19 disruptions to the school program, an increase in students' sense of connectedness and school management of bullying.

Financial performance

Ballarat Specialist School maintained a sound financial position throughout 2022. The 2020-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Ballarat Specialist School's 2022 Financial Performance and Position report shows an end of year surplus. The school continued to weather extensive additional costs during the global pandemic, including unanticipated additional casual relief staff costs that were ongoing during the year. The introduction of a new funding model (DIP) in 2022 will make future student resource packages more challenging to plan and account for. We only had funding outcomes for 4 students out of the 37 students we uploaded to the portal.

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 442 students were enrolled at this school in 2022, 142 female and 300 male.

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

Overall Socio-Economic Profile

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

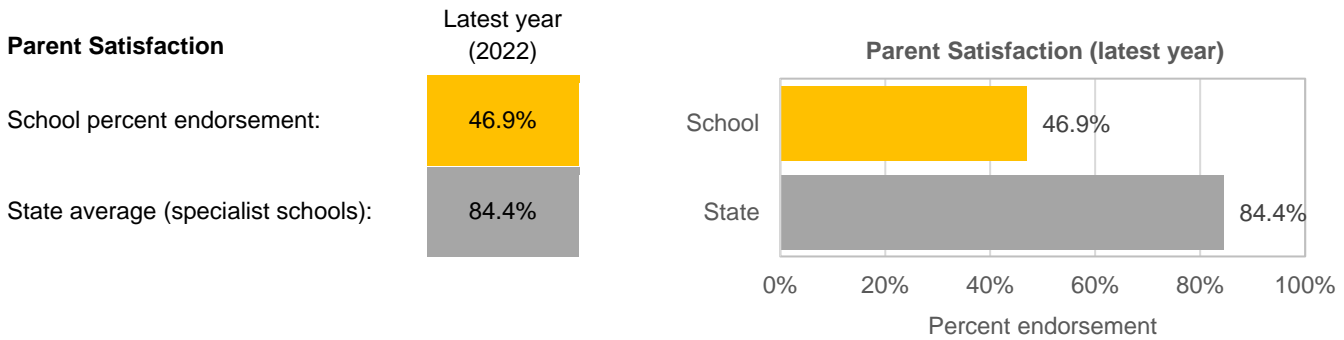
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

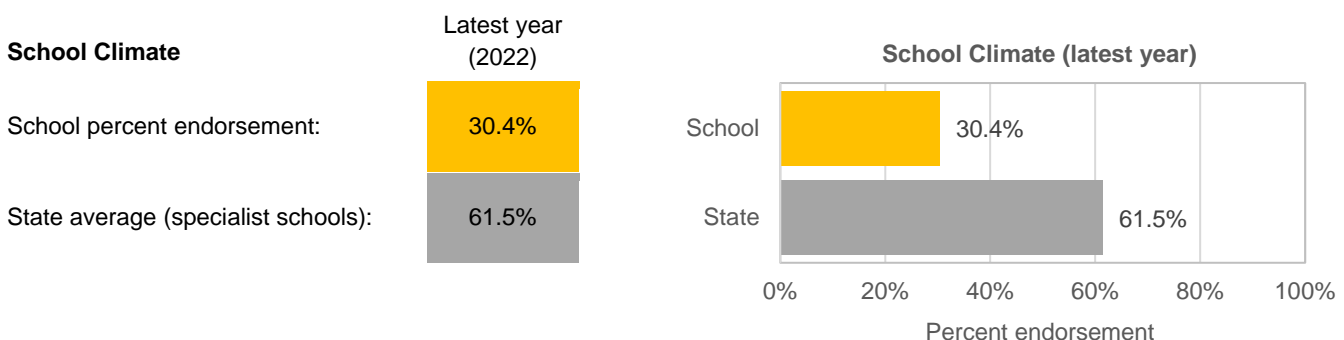


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



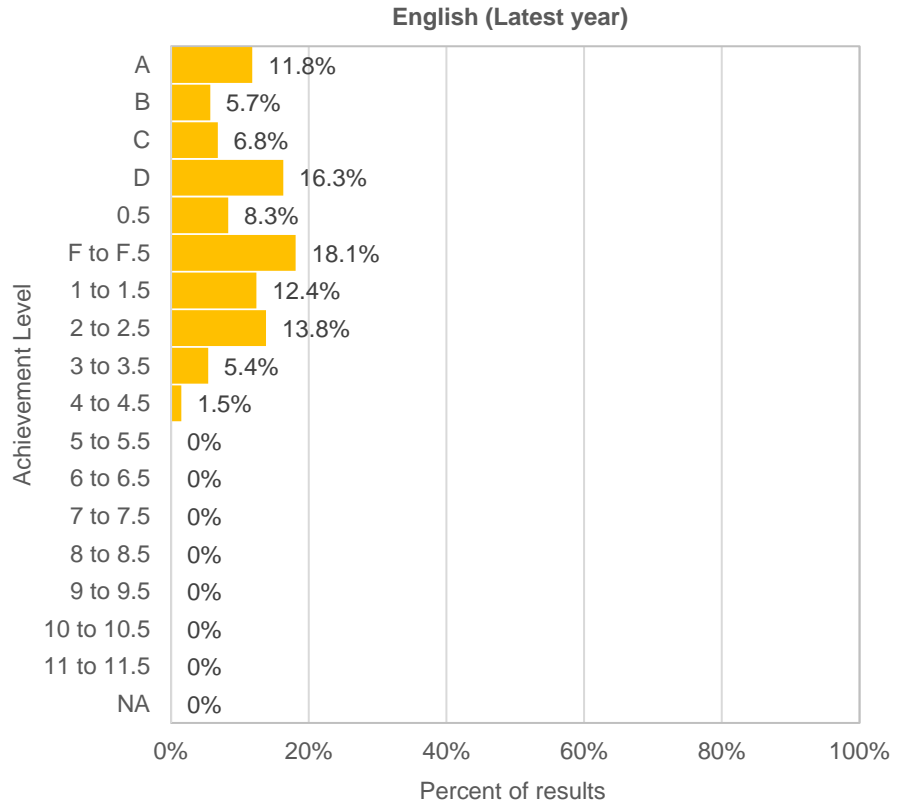
LEARNING

Teacher Judgement of student achievement

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

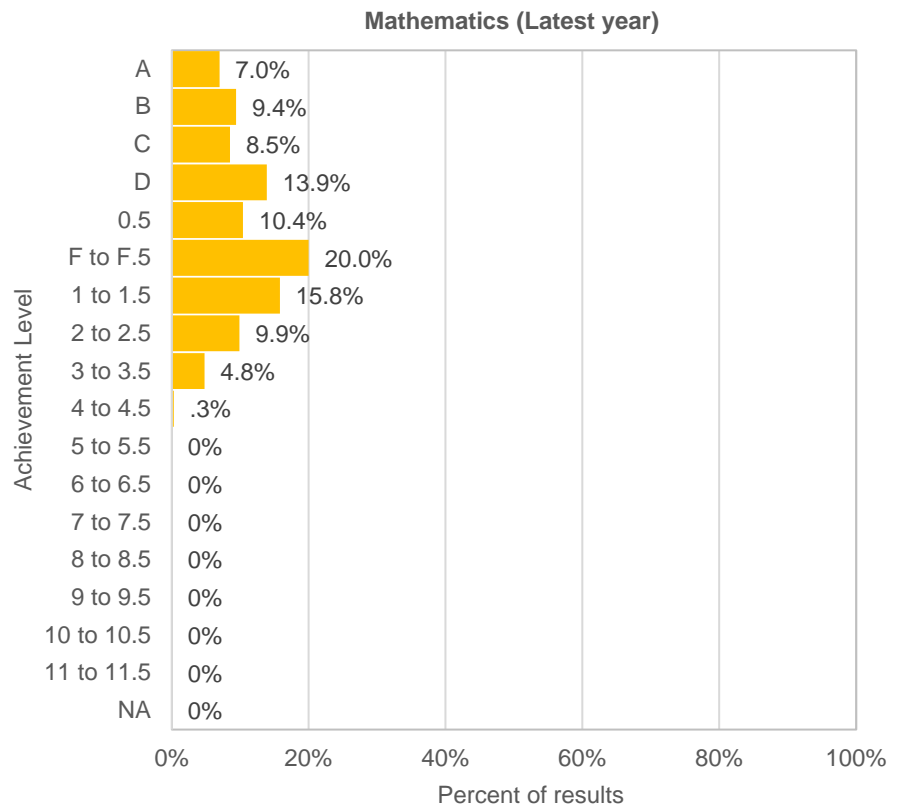
English

Achievement Level	Latest year (2022)
A	11.8%
B	5.7%
C	6.8%
D	16.3%
0.5	8.3%
F to F.5	18.1%
1 to 1.5	12.4%
2 to 2.5	13.8%
3 to 3.5	5.4%
4 to 4.5	1.5%
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 (2022)
A	7.0%
B	9.4%
C	8.5%
D	13.9%
0.5	10.4%
F to F.5	20.0%
1 to 1.5	15.8%
2 to 2.5	9.9%
3 to 3.5	4.8%
4 to 4.5	0.3%
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	2019	2020	2021	2022	4-year average
School average number of absence days:	32.5	34.8	32.4	44.9	36.0

Students exiting to further studies or full-time employment

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

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

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	100.0%	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$17,582,723
Government Provided DET Grants	\$2,536,849
Government Grants Commonwealth	\$3,884
Government Grants State	\$290,344
Revenue Other	\$83,025
Locally Raised Funds	\$253,094
Capital Grants	\$39,980
Total Operating Revenue	\$20,789,901

Equity ¹	Actual
Equity (Social Disadvantage)	\$481,124
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$481,124

Expenditure	Actual
Student Resource Package ²	\$16,977,109
Adjustments	\$0
Books & Publications	\$5,727
Camps/Excursions/Activities	\$114,649
Communication Costs	\$23,560
Consumables	\$183,935
Miscellaneous Expense ³	\$67,098
Professional Development	\$54,667
Equipment/Maintenance/Hire	\$155,784
Property Services	\$641,211
Salaries & Allowances ⁴	\$613,422
Support Services	\$250,661
Trading & Fundraising	\$91,698
Motor Vehicle Expenses	\$3,542
Travel & Subsistence	\$1,109
Utilities	\$176,423
Total Operating Expenditure	\$19,360,597
Net Operating Surplus/-Deficit	\$1,389,324
Asset Acquisitions	\$80,827

- (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	\$2,381,980
Official Account	\$104,139
Other Accounts	\$0
Total Funds Available	\$2,486,120

Financial Commitments	Actual
Operating Reserve	\$350,215
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$220,000
School Based Programs	\$626,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$690,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,486,215

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.