

2020 Annual Report to The School Community



School Name: Bass Coast Specialist School (8859)



- 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 03 May 2021 at 11:01 AM by Caroline Sibly (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 on 17 May 2021 at 10:20 AM by Karen Pearce (School Council President)

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

Bass Coast Specialist School is a purpose-built facility that is situated in the designated Educational precinct of the regional town of Wonthaggi. Wonthaggi is situated approximately 140 kilometres from the Melbourne CBD. Our students travel to our school from across the Bass Coast region and many of them spend quite some time travelling to and from school each day. Our high SFO and SFOE indicate that many of our students come from a low socio-economic background.

Since the construction of Bass Coast Specialist 11 years ago, school enrollments have steadily increased. This coincides with the steady increase in the population of the Bass Coast Shire which is considered to be a regional population growth area.

In 2020 Bass Coast Specialist School had an FTE enrollment of 62 students aged between 5 and 18 years with 6 of these students being indigenous. These figures are a slight increase on the 2019 EFT of 57.2 students with 5 being indigenous.

All students enrolled at Bass Coast Specialist School are deemed to have an intellectual disability.

Bass Coast Specialist is proudly a School-Wide Positive Behavior Support (SWPBS) and a Respectful Relationships (RR) School. These two disciplines are foundations for our communication and interpersonal relationships with the students, families, and friends of Bass Coast Specialist School.

Our School Vision is to educate our students to Communicate, Be Kind, Be Safe and be Life Long Learners. This vision is reinforced by our values of Belonging, Community, Success, Respect and Relationships are the the keystone of life and experience at Bass Coast Specialist School. Our aim is for our students to become independent and active members of the broader community upon entering adult life post-school.

In 2020 the school operated with three pods. At the start of 2020, the Junior Pod had two classes, Middle Pod had 2 classes, and the Senior Pod 3 classes. Halfway through 2020, the Middle Pod was expanded to 3 classes. Also, alongside the classroom, there was a specialist PE/outdoor Ed program, Music Therapy, Speech Therapy, Occupational Therapy, and an onsite horticulture employability program provided by an outside organisation.

At Bass Coast Specialist School we have a very high ratio of staff to students. This enables us to provide high-quality educational programs, support every child, and cater to their individual and diverse needs while maintaining small class sizes.

In 2020 the staffing profile consisted of 1 Principal, 1 Assistant Principal, 9 teachers, 3 Allied Health, 12 Education Support, 1 Business Manager, and 1 Administration Officer.

Framework for Improving Student Outcomes (FISO)

In 2020, Bass Coast Specialist School had three Key Improvement Strategies. Our focus in the curriculum planning and assessment dimension was to complete the development, assessment, and documentation of a School-wide viable Numeracy Curriculum. The AIP actions linked to this were severely impacted by the COVID-19 pandemic and we had to change our focus to the welfare of the students and their connection to the school during the long period of remote and flexible learning.

We were able to continue to build staff capacity through professional learning and collaborative evidence-based practice by changing the focus to their development to the provision of viable remote learning opportunities for the students. The staff were able to develop their professional learning and collegiality through the creation of an online community that connected staff with each other and the teachers with the students and their families. The professional learning, collaboration, and skill development enabled us to give the students and their families the opportunity to stay connected to the school and for us to develop a different pedagogical model that was more flexible and adaptable during the uncertainty of the pandemic. We did this by personally delivering learning packs to each home during the official remote period. We also continued to provide learning packs for some families after the first lockdown period. Alongside the formal learning packs, the teachers continued to run class sessions online and regular events such as school assemblies, class get-togethers and social activities between the students were conducted in an online form. During the first term of 2020, we continued to work to develop the whole school leadership structure and build the capacity of the leaders to lead and continue building staff capacity through professional learning and collaboration. This was initiated by developing a PD calendar for the Leadership team and the appointment of an Acting Assistant

Principal just before we went into the off-site delivery model. This position was made substantial at the end of 2020. Leadership and staff were able to continue with some of the capacity-building PD in a remote form but again the Pandemic had forced us to change our focus and concentrate on maintaining the student and family connection during this time. We pushed the further development of the leadership structure into 2021. We were able to partially meet these targets but our progress was greatly affected by the COVID10 Pandemic, the introduction of remote and flexible learning and our strategic focus had to be changed to cater to the higher levels of anxiety and uncertainty surrounding student welfare in our community.

Achievement

Some of the students at Bass Coast Specialist School responded quite well to remote learning however overall most of the students and families found this period to be quite challenging. In the early stages, it became quite apparent that we had to provide a combination of online and hands-on resources for the students to use. However, due to the individual and diverse needs of the students, many of them were unable to maintain concentration and were easily distracted while working in their home environment. Many families found it quite difficult to engage them in the various tasks without direct personal connection and guidance from the educational staff. Many families were contacting the school relaying that they were feeling under pressure to keep their children on task with their education. In most areas, data indicates that student achievement either remained the same (plateaued) or dipped a bit. This was not unexpected and should be seen as a trend, the uncertainty, and anxiety surrounding the pandemic had a significant effect on our community. In order for the remote delivery of education to gain traction and enhance the student's learning, the student must be able to maintain a certain level of self-direction. Due to their unique individual needs, many of our students find this difficult to do without the direct assistance and motivation of educational staff.

Over a short period of time, we moved the focus from academic achievement to connection, collaboration, and communication between the student, the school, and their families. We had a lot more positive response from the students and their families. Families started to use multiple platforms to share the student experiences at home during the lockdown. The school used a variety of ways to keep in contact with the students either online during virtual classes and catch-ups, or in person when dropping off learning packs and food parcels. The families expressed a greater appreciation and understanding of what happens in school and enjoyed sharing experiences and participating in various virtual events.

Through these experiences, we have developed new ways of communicating with our school community which we intend to enhance and continue with into 2021 and beyond. These strategies will facilitate a more responsive communication stream between the school and families. The parents and carers will have an enhanced personal knowledge of what their children do. These changes have provided more opportunities for the parents and carers to become connected and involved with the school and their child's educational journey.

Engagement

Bass Coast Specialist School has traditionally had a fair proportion of students who struggle to connect to the school community or are disengaged from school for long periods. The individual learning needs and difficulties our students experience keep student engagement at the forefront of what we do. We continue to develop and enhance the structures and programs we have in place and continuously explore ways to increase student motivation and connection to the school. In 2019, we initiated the development of a more experiential applied learning curriculum with a more direct link to employability and community connections. This pedagogical change had a positive effect on student engagement, especially in the senior section which is quite vulnerable to the risk of students disengaging from school and chronic long-term absenteeism.

The disruptions to 2020 caused by the COVID-19 pandemic had a profound impact on our school community and this has been reflected in our data for the year. The key areas of student voice and agency slid from 86% in 2019 to 63% in 2020. Another key indicator of student engagement and connectedness to school is their sense of self-confidence, which slid from 83% in 2019 to 71% in 2020. These figures and the sharp rise in student absences for 2020 would be of great concern if many of them could not be explained by the effects of the pandemic.

The disruptions throughout the year due to the lockdowns directly affected many of the programs aimed at developing student engagement. The extended lockdown period also directly impacted one of the key channels of student voice

and agency which is the SRC. The extremely short time for the change from onsite to remote learning and the motivation and skills needed to engage in the unfamiliar online world was a real challenge for many of our staff, students and their families. Onsite employability programs and connections to community organisations such as TAFE, Scope, Yooralla and Interchange became impossible to maintain as they were closed for the year. With the return to onsite instruction, we were able to restart the applied learning and employability programs, Unfortunately, many of the community organisations were inaccessible to our students for most of 2020. In the future, we intend to continue with an experiential applied learning curriculum with enhanced links to employability and community connections.

Wellbeing

The Covid pandemic focused our school connections with our families' and students' wellbeing. Many students expressed and experienced anxiety and this resulted in high student absenteeism. We prioritised communication with parents and students through weekly visits and regular video meets. Student data reflected a similar level of connection to the school despite the high absenteeism however the parent's satisfaction decreased significantly over previous years which highlighted the difficulty of remote learning for special education. In addition, the data also reflects the challenges of raising children with special needs without adequate support. As a result of the challenges of remote learning, our school has prioritised different platforms with parents such as social media, Compass management system, and SeeSaw to improve communication. Furthermore, in 2021, the school will relaunch the School-Wide Positive Behaviours in Schools Program as well as embedding Respectful Relationships in our Curriculum. The uncertainty and anxiety surrounding the pandemic impacted negatively on our staff as revealed from the data which describes a 4% decrease in staff feeling positive about the school than previous years. As a result, in 2021, we have embarked on a cultural audit to ultimately improve the school climate and culture. This is a significant commitment that will continue into the foreseeable future.

Financial performance and position

In 2020, Bass Coast Specialist School maintained student numbers at 62 which, similarly to previous years, resulted in a surplus. The Student Resource Package has been utilised to develop a broad range of programs. This includes the Hopeworks Program where some of our senior students are working towards obtaining their certificate in Horticulture. Our community access continues to be a priority to immerse our students into the local community, providing them with as many opportunities as possible and developing their life skills for when they leave school. School Council supported the recommendation to utilise some of our surplus to boost a DET grant to improve the playground. We also made significant improvements to our 'hill area' which we have big plans for in the next year. Grants were received to support an increase in our cleaning schedule to ensure we were COVID safe and technology was boosted with equipment and funding from DET. The Sporting Schools grant continues to enable us to offer yoga and gymnastics to all of the students. The school is in a healthy financial position with funds carried forward into 2021.

For more detailed information regarding our school please visit our website at
<http://www.basscoastss.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 58 students were enrolled at this school in 2020, 14 female and 44 male.

NDP 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) which takes into account parents' occupations and education.

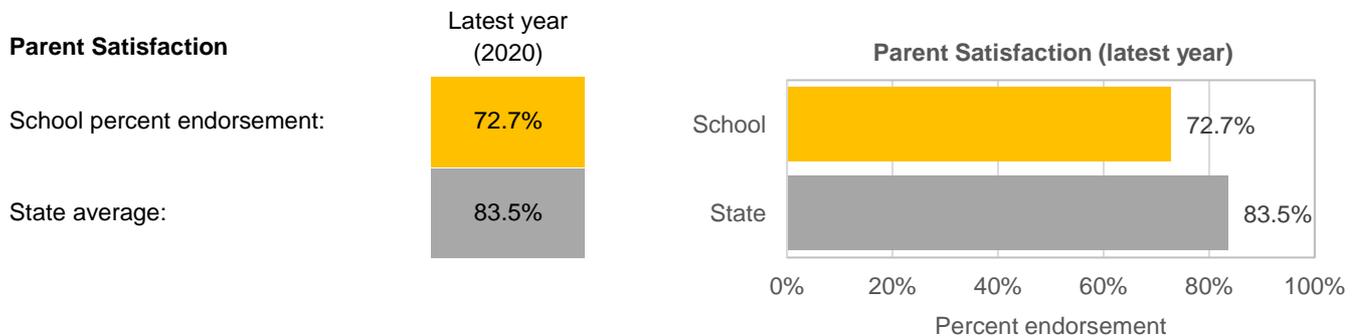
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

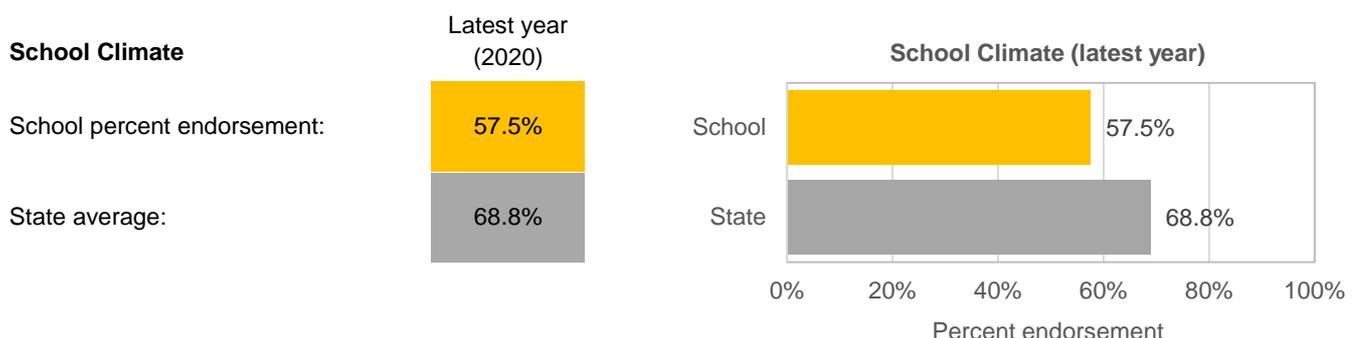


School Staff Survey

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.



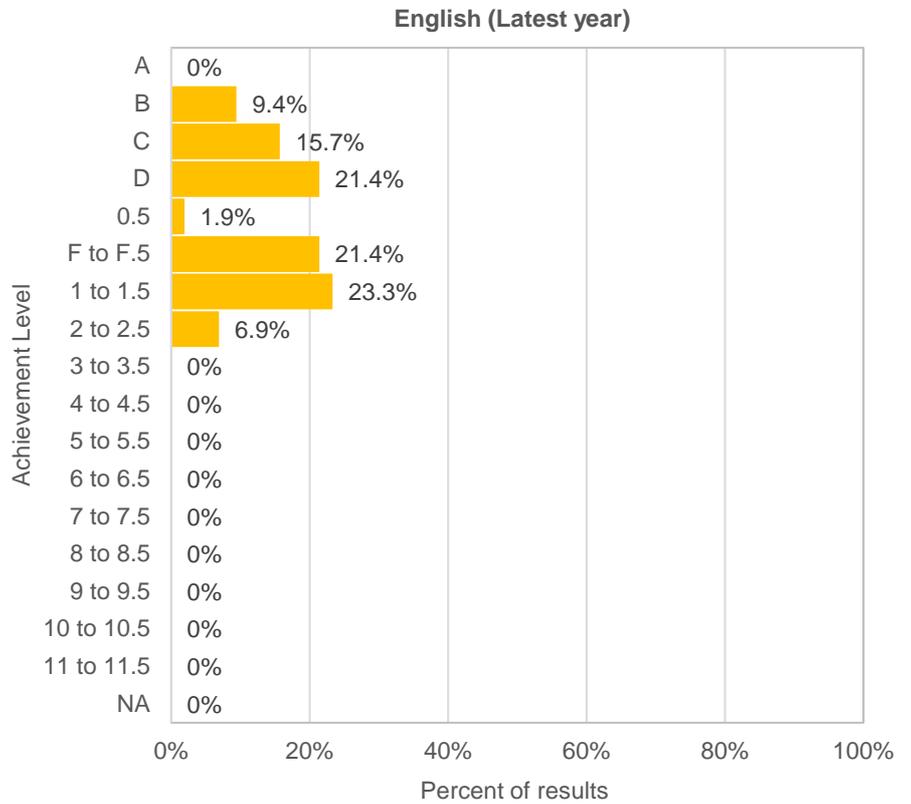
ACHIEVEMENT

Teacher Judgement of student achievement

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

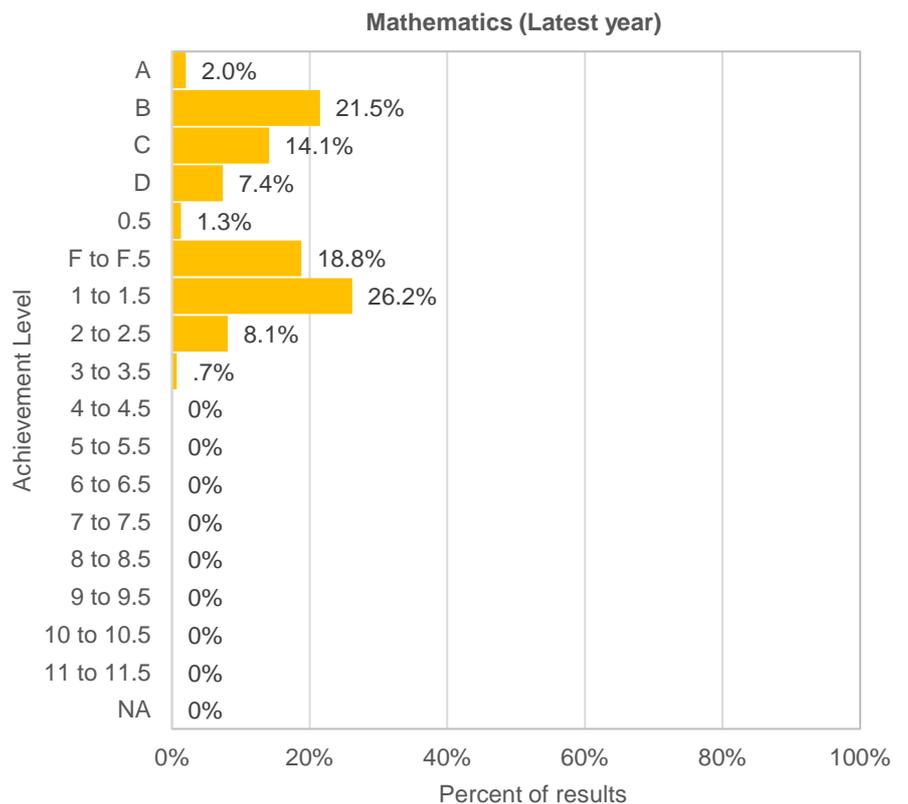
English

Achievement Level	Latest year (2020)
A	NDA
B	9.4%
C	15.7%
D	21.4%
0.5	1.9%
F to F.5	21.4%
1 to 1.5	23.3%
2 to 2.5	6.9%
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 (2020)
A	2.0%
B	21.5%
C	14.1%
D	7.4%
0.5	1.3%
F to F.5	18.8%
1 to 1.5	26.2%
2 to 2.5	8.1%
3 to 3.5	0.7%
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. 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:	29.8	31.8	34.4	44.1	34.9

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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	NDP	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,272,180
Government Provided DET Grants	\$591,186
Government Grants Commonwealth	\$8,160
Government Grants State	\$9,725
Revenue Other	\$4,858
Locally Raised Funds	\$11,671
Capital Grants	NDA
Total Operating Revenue	\$2,897,780

Equity ¹	Actual
Equity (Social Disadvantage)	\$160,886
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$160,886

Expenditure	Actual
Student Resource Package ²	\$2,203,237
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$7,868
Communication Costs	\$3,842
Consumables	\$24,730
Miscellaneous Expense ³	\$5,031
Professional Development	\$2,801
Equipment/Maintenance/Hire	\$70,654
Property Services	\$183,309
Salaries & Allowances ⁴	\$96,789
Support Services	NDA
Trading & Fundraising	\$300
Motor Vehicle Expenses	\$17,265
Travel & Subsistence	NDA
Utilities	\$18,017
Total Operating Expenditure	\$2,633,842
Net Operating Surplus/-Deficit	\$263,939
Asset Acquisitions	\$24,545

- (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	\$863,619
Official Account	\$3,723
Other Accounts	NDA
Total Funds Available	\$867,342

Financial Commitments	Actual
Operating Reserve	\$52,435
Other Recurrent Expenditure	\$33,037
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$953,887
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$229,998
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,269,357

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.