

2022 Annual Report to the School Community

School Name: Frankston Special Developmental School
(5143)



- 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 20 March 2023 at 07:41 PM by Kris Baker (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 20 March 2023 at 07:42 PM by Melissa Hockey (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

Frankston Special Developmental School (FSDS) is located within the quiet streets of Karingal, a small suburb of Frankston in Melbourne's South East. Class numbers range in size from 4 to 10 students and each of the 20 classes is staffed by a teacher and at least one teacher assistant. Three of the school's 20 classes operate out of Karingal Heights Primary School, a 400m walk from the school's main campus. The arrangement with our local primary school was implemented during a previous build and was instantly seen as a positive addition to all that FSDS can offer to students and their families. There are a total of 77 staff at FSDS: teachers, educational support, Allied Health and administration. The school has well equipped facilities for its students including, a gymnasium, a multi-purpose area and a homecrafts room. The school is currently undergoing a major build which will result in: a new middle school; a new junior wing; additional wet and dry learning spaces; a performing arts space; a canteen; extensive sensory and play areas and a separate and far safer driveway system to cater to the 5 buses that transport the majority of students to and from school each day.

FSDS had an enrolment of 127 school-aged students in 2022, all of whom have a moderate to severe intellectual disability, often combined with co-morbidities such as autism spectrum disorder. The school provides a targeted learning program based on the Victorian Curriculum and all students have an individual education plan that prioritises the key learning areas of: communication, social competencies and independence.

The school's vision statement, '*Learning for Life*' underpins all aspects of the learning program at FSDS. The FSDS community recognises the important part that schools play in developing students so that they reach their potential as independent, socially aware adults and tailors teaching and learning programs to assist each student to achieve their personal best.

The following values are central to the life of our school and how all members of the school community should conduct themselves.

Respect *for yourself and others, being kind and learning our school rules*

Caring *for others in our classroom, school and the wider community*

Sharing *with others, taking turns and working with others*

Individuality *being the best you can and doing the best you can.*

The school provides an Early Education Program for students aged from 3.8 and 4.8 years who exhibit significant global developmental delay. The Early Education Program operates at the East Karingal Kindergarten and our program runs as an inclusive model within the Community Kinders Plus kindergarten program. FSDS employs 3 staff members who teach alongside Community Kinders Plus staff members.

The Blackwood Special Schools' Outdoor Education Centre is located 80kms north west of Melbourne and is a registered campus of FSDS. Blackwood OEC is a purpose-built overnight facility providing outdoor education programs to students with disabilities from across the state and currently boasts a combination of 10 full and part-time staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The majority of students at FSDS are learning below Foundation on the Victorian Curriculum continuum:

English:

68.9% of FSDS students are working below Foundation

31.1% of FSDS students are working above Foundation

The above data is based on: Abilities Based Learning and Education Support (ABLES) and Pre Diagnostic Assessment Tools in English (pre-DATE)

Maths:

52.5% of FSDS students are working below Foundation

47.5% of FSDS students are working above Foundation

The above data is based on: Abilities Based Learning and Education Support (ABLES)

2022 provided the opportunity for staff to further strengthen the FSDS teaching and learning program and review achievement against the school's four year strategic plan (SSP), in spite of the lingering impact of the pandemic on staff and student attendance, wellbeing and learning.

Implementation of the Vertical Team Planning Approach

The school's literacy team was first to trial an approach to planning where they plan a unit of work for *all students across all learning levels and age groups*. We consequently decided to call this approach **vertical team planning**. The feedback from teaching and ES staff was extremely positive. For the first time, all teachers had access to a well planned, adequately resourced, inclusive unit of work that they could use in their classroom with their students. On the back of the success of the literacy team, this approach to planning was then rolled out across other areas of the curriculum. Professional practice days were timetabled each term to provide teachers a day out of the classroom to plan a unit of work with their curriculum team for the *whole school* for the entire term. Each planning team is comprised of a combination of highly experienced teachers, (including learning specialist and leading teachers) and less experienced and graduate teachers. Time is allocated within the first few weeks of a new term to allow planning teams to present their unit of work to the whole school. We call this our *vertical team showcase*. Feedback sessions are also part of the professional calendar. During these feedback sessions, teachers comment on the success (or otherwise) of each of the units of work within their classrooms. In response to the feedback, PLT groups then modify and make changes to the unit. This is now a highly responsive teaching and learning model. For example, feedback highlighted the need to improve the learning program for those learning at levels A & B within the Victorian Curriculum. A group of teachers were then tasked with investigating ways in which we can target that student cohort more effectively. 2022 marked the start of a trial into Attention Autism, an approach to gaining and maintaining the attention of students learning within AB on the Victorian Curriculum. This work is a priority area for 2023.

Wellbeing

The Tutor Learning Initiative provided valuable funding for those highlighted most at risk during 2022. Students were identified for the program through a combination of: behavioural data, classroom engagement and academic success. The tutor learning program allowed support for specific students in a number of ways:

Communication: speech therapists worked with tutors to develop their capacity to model and explicitly teach the use of augmentative alternative communication (AAC). Tutors facilitated communication by constantly modelling the use of AAC, providing first and then strips: *first work then...* and teaching core language such as 'break', 'more' and 'help'.

Sensory regulation: all school staff have had significant training in the implementation of sensory regulation techniques for our students. There is an understanding that students will engage in their learning program when they are at the optimum state or arousal. The tutor learning program allowed for the allocation of 1:1 support to assist those students whose high sensory needs meant that they were not able to participate in their learning. For example, a junior student would not enter the classroom after morning-tea and lunch each day. The student would drop to the ground, cry and run away, spending the entire learning time out in the courtyard. The tutor worked with our learning specialist and therapy staff to develop a plan that included access to highly motivating sensory items both within and outside of the classroom. After a few months the student started to transition more easily into the classroom and is now able to engage with his learning program.

Positive Behaviour Plans: early in 2022 the whole school underwent training in the development of behaviour plans for students who exhibited frequent major infractions. These students are at greatest risk of disrupting their own learning as well as the learning of others. Tutors worked 1:1 with several of these students, implementing strategies as outlined on their behaviour plans.

Engagement

The students at FSDS demonstrate a readiness to learn through their behaviour. Dysregulated students are not ready to learn. Our students benefit when teaching staff have a deep understanding of student behaviour; can interpret its function and can call on a range of strategies to address their needs, bringing students to a state of readiness to learn. We call this, **'just right white'** and it is part of our school-wide Alert Program. Throughout 2022, FSDS teaching and ES staff continued to develop their understanding of the highly individualised needs of each of their students, and as a result, **ALL** students from across the school now have their own 'just right white boxes'. These boxes contain a range of sensory items that students are encouraged to access when they are either 'revved up red' or 'mellow yellow'. Staff constantly support students to use familiar language to in order to access a break or to access their just right white boxes with increasing independence.

The Alert Program is but a small part of the way in which FSDS approaches student wellbeing and engagement across the school. Key to understanding students is the way in which we record and analyse behavioural data. Our students are telling us something about their behaviour and throughout 2022 we undertook whole-school training to further understand and target student

behaviour. All staff underwent training in the Prevent, Teach Reinforce method of understanding and catering to the needs of students.

We explicitly teach social competencies. We teach students how to take turns, how to manage their emotions, how to listen and follow directions and how to try something new. Our social competencies program is heavily influenced by the School-wide Positive Behaviour Framework. Chronic absence due to COVID restrictions made this a priority area throughout 2022 as students became more acquainted once again to the routine of daily attendance at school.

Other highlights from the school year

In 2022, Blackwood celebrated its first year with its very own Student Resource Package (SRP), a cause for great celebration for members of the FSDS and Blackwood school community. Prior to this, the Blackwood School was allocated \$265,000 per annum to run its entire residential camp program for students with a disability. The SRP has allowed Blackwood to expand the breadth and depth of its outdoor educational program and allowed Blackwood teachers further opportunity to deepend the alignment of their teaching practice to the Victorian Curriculum. Blackwood has played host to a steady stream of special schools from across the state and continues to implement richer and more challenging experiences for all. Foundations have been laid and plans are underway to further expand the campus to include a fully catered kitchen dining room, an amphitheatre and eventually a new and improved tents area.

With the unpredictability of COVID it was decided that the school's 4 yearly concert would take place as a pre-filmed drive-in experience at Dromana Drive-in. All classes were tasked with developing a performance piece as part of our Frankston SDS' Got Talent movie theme. For many families, this was their first experience at the drive-in. It was a wonderful night and a great way to celebrate our whole school community.

Financial performance

As of 31/12/2022, total **FUNDS AVAILABLE are \$973,965.**

Please note: This does not reflect the money in surplus from 2022 which will be available after reconcillation at the end of Term 1. This amount is \$1,682,851

Of the funds available the following breakdown applies:

FSDS	\$243,477
BLACKWOOD	\$686,648
PENINSULA PRIN CONFERENCE	\$43,840
MARCH	

The school is in significant surplus, however it is important to take into account the fact that the school is undergoing a substantial build. Funds are set aside to ensure that we have sufficient funds to purchase additional equipment to fully cater to the needs of our student cohort. Sensory and outdoor spaces are regarded as sharing equal footing with the actual classroom spaces at FSDS. Our students have significant needs and when these are not fully addressed our students can find the whole school experience extremely challenging. Funds will be allocated to purchase the following: sensory equipment, climbing equipment, in-ground trampolines, play equipment and for landscaping areas such as sensory gardens.

Additionally, there is a significant shortfall in what was proposed within the initial architect/building quote and what can be achieved in actuality. One area of proposed re-development within the original quote was the administration building. Once the build is complete, the school will be investigating cost-efficient ways of updating the office area.

The school will hand over the responsibility of banker school for the Northern Peninsula Principals' Conference over the course of 2023.

The school is still seeking a number of positions such as occupational therapist and speech therapist. Extensive advertising has yielded nothing to date.

The Blackwood campus is undergoing significant capital works including: full industrial kitchen, amphitheatre and full re-development of the tent shelter.

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 127 students were enrolled at this school in 2022, 38 female and 89 male.

12 percent of students had English as an additional language and 5 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).

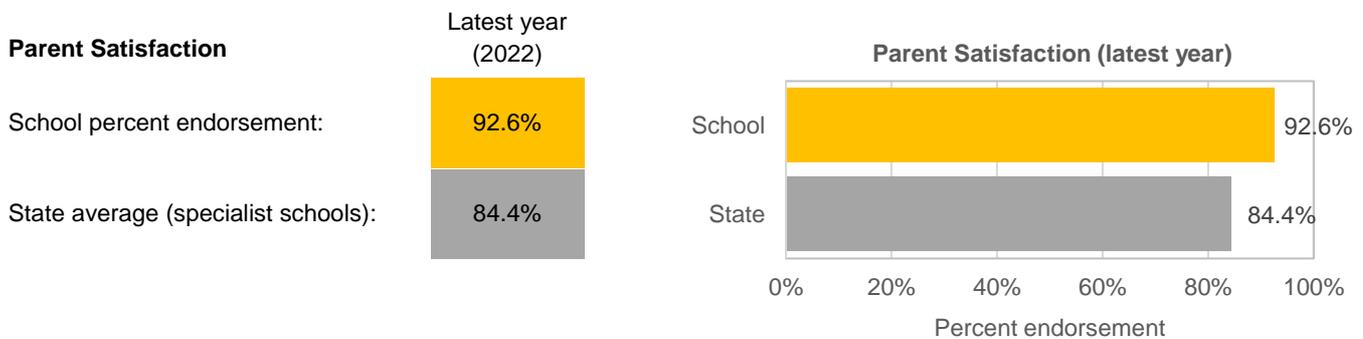
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

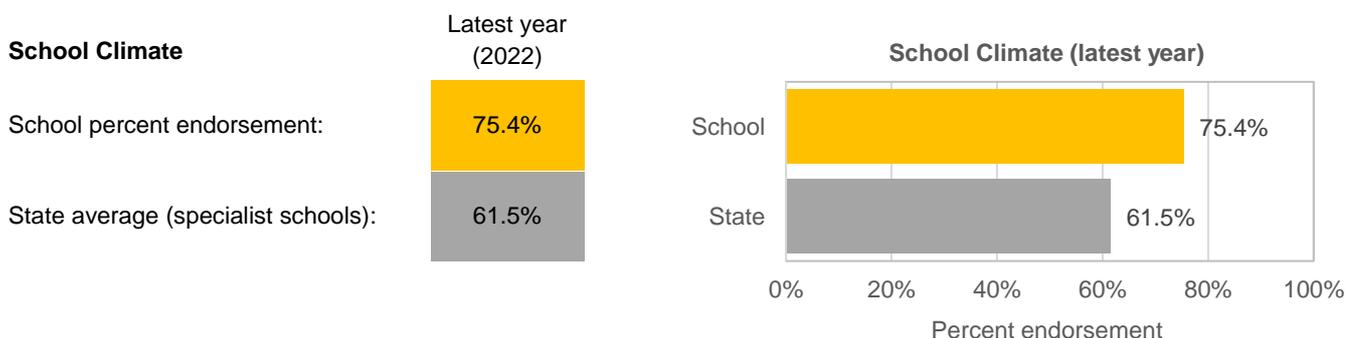


School Staff Survey

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.



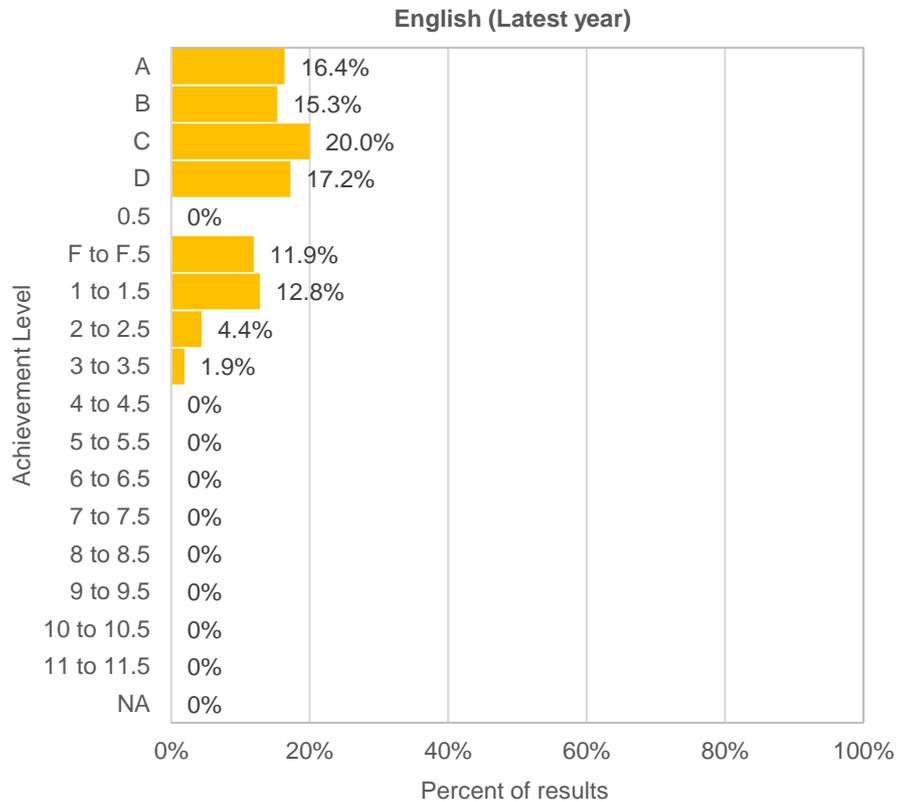
LEARNING

Teacher Judgement of student achievement

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

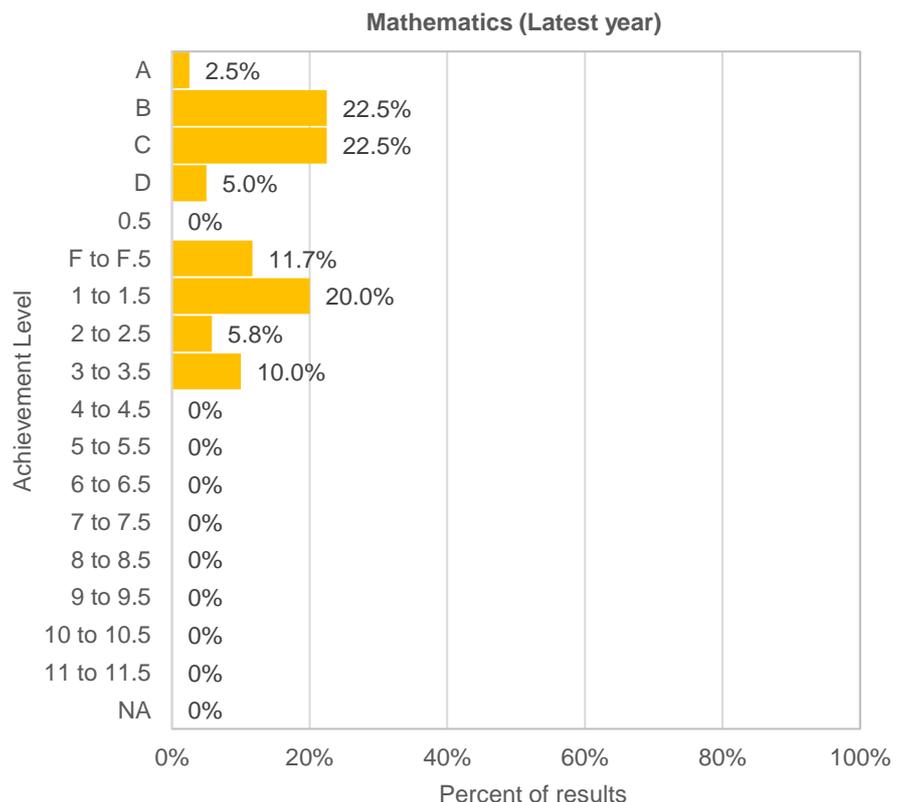
English

Achievement Level	Latest year (2022)
A	16.4%
B	15.3%
C	20.0%
D	17.2%
0.5	NDA
F to F.5	11.9%
1 to 1.5	12.8%
2 to 2.5	4.4%
3 to 3.5	1.9%
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 (2022)
A	2.5%
B	22.5%
C	22.5%
D	5.0%
0.5	NDA
F to F.5	11.7%
1 to 1.5	20.0%
2 to 2.5	5.8%
3 to 3.5	10.0%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	22.7	17.6	21.8	32.8	23.6

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	NDP	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	\$8,970,827
Government Provided DET Grants	\$1,128,998
Government Grants Commonwealth	\$19,868
Government Grants State	\$17,466
Revenue Other	\$51,740
Locally Raised Funds	\$297,595
Capital Grants	\$0
Total Operating Revenue	\$10,486,494

Equity ¹	Actual
Equity (Social Disadvantage)	\$107,781
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$107,781

Expenditure	Actual
Student Resource Package ²	\$7,287,975
Adjustments	(\$60,065)
Books & Publications	\$0
Camps/Excursions/Activities	\$47,354
Communication Costs	\$9,878
Consumables	\$118,304
Miscellaneous Expense ³	\$40,073
Professional Development	\$183,234
Equipment/Maintenance/Hire	\$240,148
Property Services	\$398,331
Salaries & Allowances ⁴	\$121,438
Support Services	\$720,308
Trading & Fundraising	\$20,760
Motor Vehicle Expenses	\$28,123
Travel & Subsistence	\$0
Utilities	\$50,684
Total Operating Expenditure	\$9,206,545
Net Operating Surplus/-Deficit	\$1,279,949
Asset Acquisitions	\$124,423

- (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	\$893,431
Official Account	\$80,533
Other Accounts	\$0
Total Funds Available	\$973,965

Financial Commitments	Actual
Operating Reserve	\$275,430
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,760
School Based Programs	\$111,630
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,911
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$91,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$190,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,096,731

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.