

2014 Annual Report to the School Community

Mornington Special Developmental School

School Number: 5239



Name of School Principal:

Susan Page

Name of School Council President:

Valerie Beckett

Date of Endorsement:

23rd April, 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Mornington Special Developmental School is a specialist school that caters for students with moderate to severe intellectual disabilities with or without multiple disabilities, including autism, sensory and physical disabilities. The student population reflects a diversity of socio-economic backgrounds from across the Mornington Peninsula and students range in age from 2.8 years to 4.8 years in the Early Education Program and 5 years to 18 years in the school age program. Mornington SDS is a small school but it provides a safe, secure and stimulating learning environment for students with high educational support needs. Our highly skilled staff, consists of teachers, education support staff, Speech, Occupational and Physio therapists, and specialists for PE and Music. Our curriculum is based on the AusVELs and we have been key contributors to the development of the A-D AusVELs curriculum which, together with the ABLES resource, is used extensively to develop the Individual Learning Plans for each student in the school. The school continues to be strongly committed to improving students' communication skills and utilizes the latest in ICT equipment such as iPads and ICT software, such as Proloquo2Go. PECs is also used in conjunction with ICT to improve students communication skills. 2014 saw the continuation our 'Student Voice' Group and the further fostering of student leadership skills. The school continued to develop partnerships with local mainstream Secondary and Primary Schools, including the second Annual School Concert at Woodleigh School. Students from both Mornington SDS and Woodleigh took on leading roles in all aspects of the production and presentation of the Concert and this partnership continues to be a valued and integral part of our school curriculum.

Achievement

The ABLES assessment data provided feedback on student progress in the areas of communication and personal development. Over 50% of students made improvements in the areas of Reading/Writing and Speaking/Listening with over 30% showing significant improvements of at least 1 – 2 AusVELS Levels. In the area of Personal Learning the ABLES data indicated a 70% improvement in students' progress and a 32% increase in student readiness to learn at a higher level. The impact of the 'Student Voice' initiative and the 'whole school' focus on visual communication supports, is difficult to measure directly, but we believe that these strategies have made a positive impact on the teaching and learning achievements within the school.

The Annual Data of Student Progress towards achieving Individual Learning Goals showed that most students (over 90%) achieved a Satisfactory – Excellent achievement standard with over 30% of students achieving a progress report of Good – Excellent Progress across ALL areas of the AusVELs Curriculum.

Two students completed work experience at I&G Smash Repairs in Hastings and received a very satisfactory report. The students were required to assist with the dismantling of smashed cars and the sorting of serviceable parts. We hope to offer more opportunities during 2015.

Three teams from Senior and Middle School also competed in the inter school basketball competition and two of the teams competed in the finals of the competition.

The School also won a prize at the Red Hill Spring Garden Festival for our 'Vertical Garden Display'.

The Parent Opinion Survey had a response rate of 46% with a sample size of 37. Parents were most satisfied with teacher morale and enthusiasm (94% Moderately - Strongly agree) and staff approachability (88% Moderately – strongly agree). 82% of parents moderately – strongly agreed that the school provided a stimulating learning environment and 70% of parents were moderately – very satisfied with school reporting and the learning focus. Parents showed some dissatisfaction with the level of homework and therapy services provided by the school. At the end of 2014 the school increased the therapy services across the school to 3 whole days per week for speech therapy and one whole day per week for Occupational therapy services. Physiotherapy services remain at half a day per week.

During 2014 all staff completed 'online' OHS learning modules and the online learning modules for 'Preventing and Responding to Extreme Behaviour'. All teachers also completed the ABLES online learning Modules. The School Staff survey rated professional development highly with 95% of staff endorsing their professional development as relevant to the teaching and learning within the school.

The School Staff Survey, 2014, also rated the overall school climate as positive with an overall endorsement score of 75% with 'collective focus on student learning' and 'guaranteed and viable curriculum' being the highest in positive ratings.

Engagement

Some Long Term student absences due to personal and/or family illness was experienced during the 2014 school year but overall attendance was satisfactory.

School camps were offered to students in the junior grade and extra curricula activities such as Interschool basketball, RDA and swimming also helped to increase student engagement in their learning. 'Musica Viva' also provided free weekly tuition to each student in music with a particular emphasis on rhythm. The results of this tuition was evident at the Annual School Concert when small groups of students presented their drumming/rhythm items and a number of students presented individual items involving drums, music and rhythm.

Students took an active role in the production side of the 2014 Annual School Concert as well as performing on stage. Students from Mornington SDS worked alongside students from Woodleigh School on the sound, lighting and stage management and students from Mornington SDS took a key role in introducing the individual concert items. Our parent group manned the canteen for coffee and snacks during intermission. We once again thank Woodleigh school for their ongoing collaboration and support and for the use of their Performing Arts facility and to our dedicated parent group who worked hard to make the night a success.

The school was also successful in obtaining a grant from the Variety Club to install a Birds Nest Swing in the Junior Playground. As

well as providing an alternative and enjoyable play option for all students in the school, the swing has been critical in helping students with high sensory needs to engage more actively in the learning environment. The school garden was also a focus for student engagement with students making a number of stunning artworks to highlight the creative aspects of growing, harvesting and cooking produce from the garden.

Wellbeing

Ensuring the well being of all students remains the highest priority of the school and a significant effort is made to create a culture of collective responsibility for student, staff and parent wellbeing. The school emphasizes individualized positive behavior support and individual student learning and fosters the development of student self esteem through the Student Voice initiative and the School Leaders strategy. Student of the week and student achievement awards are also regularly given out to students during each School Assembly to foster school pride and strong values of respect and working together.

The School Guidance Officer visits the school regularly to attend the school welfare committee meetings and is also available to parents and staff for advice on behaviour support and learning strategies. The school welfare committee meets once a fortnight to review Individual Behaviour Support Plans and to organize extra support from community networks when appropriate.

The behavior of one or two students can have a significant impact on the general sense of well being in the school community and in 2014, staffing levels were increased to support the high welfare needs of some students attending the school. Extra funding was sought to facilitate this support.

Despite the high behaviour support needs of some students, 88% of parents who completed the Parent Opinion Survey in 2014 were satisfied that the school managed student behavior fairly.

Productivity

Managing the resources of the school continued to present us with many challenges during 2014. The school itself is over 25 years old with many of the re-locatable buildings being older. The day- to - day maintenance costs continue to have an impact on the school finances. 2014 saw major plumbing works at the school, the replacement of two air conditioners, two interactive whiteboard projectors, the upgrade of all school windows with shatter proof glass and the replacement of a number of broken windows across the school. Power outages and computer maintenance were also high cost items. In such a small school these high cost items impact significantly on the school finances.

Staff absences due to personal or close family illness also impacted on the financial resources of the school as did the need for higher staff: student ratios due to the high behavior support needs of some students.

Despite these financial stresses the school managed to provide a safe and stimulating educational environment for the students with class sizes averaging 7 students per class with a teacher and an assistant in each classroom. One classroom had significantly higher support staff ratios because of the high support needs of the students.

In 2015 the school will undertake a 'self -assessment' as part of the 'Peer Review Process' and the management of resources, including staffing levels will be part of the self assessment and overall Peer Review Process. Two Principals from nearby schools will support the school in the Peer Review and self- assessment process.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

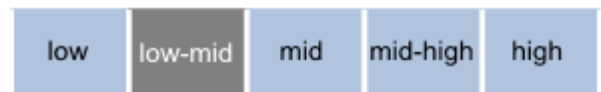
School Profile

School Enrolments

A total of 40 students were enrolled at this school in 2014, 10 female and 30 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



How to read the Performance Summary

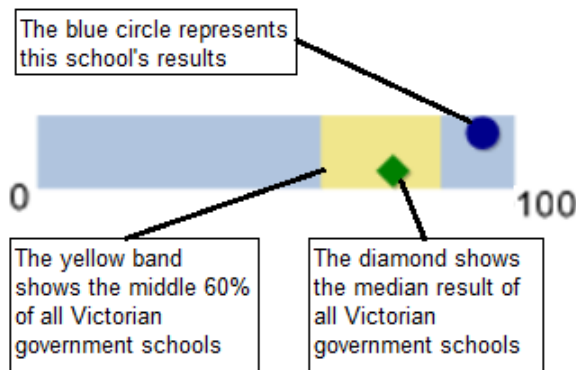
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

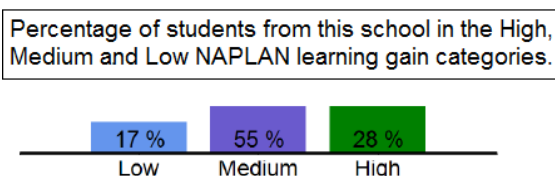
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,389,323
Government Provided DE&T Grants	\$201,083
Revenue Other	\$21,863
Locally Raised Funds	\$33,384
Total Operating Revenue	\$1,645,654

Funds Available	Actual
High Yield Investment Account	\$18,707
Official Account	\$2,801
Total Funds Available	\$21,508

Expenditure	
Student Resource Package	\$1,425,129
Books & Publications	\$439
Communication Costs	\$4,834
Consumables	\$19,911
Miscellaneous Expense	\$98,074
Professional Development	\$5,711
Property and Equipment Services	\$90,808
Trading & Fundraising	\$2,039
Travel & Subsistence	\$6,771
Utilities	\$16,396
Total Operating Expenditure	\$1,670,112

Financial Commitments	
Operating Reserve	\$21,508
Total Financial Commitments	\$21,508

Net Operating Surplus/-Deficit	(\$24,458)
Asset Acquisitions	\$0

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Mornington SDS is a small school of 38 students and receives funding under the Program for Students with Disabilities. Student funding is used to employ staff and to run appropriate education programs for each student. Classes are small to cater for the high needs of the students. During 2014 the high support needs of one student and the unexpected exiting of two students meant that our staffing costs for the year were higher than expected and our cash grant lower than expected. Mornington SDS did receive a 'Special Grant' of \$10,000 to assist with the high support needs of one student but the actual expenditure on staffing was much higher. During 2014 staffing expenditure due to sick leave was also more than expected. The high cost associated with replacing staff, due to short term illness, with agency staff, saw the school struggle to meet its cash flow obligations. Cash flow assistance of \$40,000 was received in November to assist the school with its cash flow difficulties. Because of the age and condition of the school buildings, maintenance costs have been high. During 2014 there was major expenditure on plumbing, air conditioner maintenance/replacements, ICT maintenance and replacement of IWB projectors and broken window replacements. Due to the numerous window breakages, the Department assisted with the upgrading of all windows to shatter proof safety glass in July. The Department also increased our utility budget to offset the actual cost of our utility charges.