

# 2018 Annual Report to The School Community



School Name: Horsham Special School (5273)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 21 March 2019 at 08:15 AM by Matthew Copping  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 May 2019 at 10:08 AM by Andrea Mugari  
(School Council President)

## About Our School

### School context

Horsham Special School was established in 1988. It has grown from very humble beginnings to a current enrolment of 87 and expanding. Horsham Special School has a wide enrolment base, drawing from the local area to as far as the South Australian border including Nhill, Dimboola, Kaniva, Goroke and Edenhope. Horsham Special School provides educational programs for students aged 5-18 years displaying mild; moderate and severe diagnoses associated with cognitive, physical, social, emotional, behavioural, sensory and multiple disabilities. In 2013, the students and staff moved into its newly built school, awarded Best Outdoor Education Space – Australasia 2015. This new school provides for all students on one campus and exhibits the vital facilities to conduct practical; therapeutic and specialised educational programs for all students. Horsham Special School has a mix of staff including 19 class based staff, 10 specialist/therapy staff, 1 administration staff and 2 school leaders (Principal and Assistant Principal).

### Framework for Improving Student Outcomes (FISO)

The two main FISO areas of focus in 2018 were:

1. Community Engagement in Learning: Building Communities
2. Excellence in Teaching and Learning: Curriculum Planning & Assessment.

In these areas, a number of strategies were used, including:

- Creation of a 'Centre of Expertise' model, encompassing professional support to regional schools on Understanding Disability and Inclusive Practice.
- Facilitation of a suite of professional learning workshops across South West Victoria to over 1000 participants.
- Specialist coaching provided to over 40 schools in the South West Victoria region.

### Achievement

In 2018, above 85% of student IEP goals were achieved at competency level through task analysis assessments (HSS Curriculum & Assessment Framework). This result exceeded the target set. The use of our locally created framework across the school has supported consistent goal-setting practices in each students Individual Education Plan and allowed for greater moderation of student progress. In 2019 it is our intention to add to this achievement by supporting reporting processes with student weblogs that display progress in real-time to families, via the internet.

### Engagement

Engagement at Horsham Special School continues to be a strong point, with individualised and personalised education programs that target the personal growth of each student, not simply the academic growth. Again, the results of the parent opinion survey show that 'Parent General Satisfaction' with the school is 100%.

Student attendance, in regard to the minority of students with chronic absence rates, is again below the state mean for special schools.

### Wellbeing

The school has the individual wellbeing of every community member as its main priority. From a curriculum perspective, students are engaged in programs that support breakfast and lunch provision, health and hygiene, showering and self-care, clothes washing, independent living skills and so on. These programs allow students to be "school ready" and engage in classroom and specialist curriculum programs from day to day.

In regards to parent opinion surveys, some notable results include:

- The school provides my child with opportunities to build his/her confidence - response = 100% positive
- My child feels safe at school - response = 100% positive
- The school respects and values my family's beliefs and wishes - response = 100% positive
- This school treats my child with respect - response = 100% positive

### **Financial performance and position**

The annual financial result for Horsham Special School was a surplus of around \$60,000. The main contributor to this surplus was the budgeting of a large sum to purchase 1 to 1 technological devices in 2018 in a complete school upgrade. The school financed these devices on a 5 year lease program and therefore did not have the large one-off outlay for purchasing these devices.

Once again the school received a DHHS Advance Grant to the value of \$9,725, which it uses to provide citizenry programs to senior students at the school, such as camps, community access, volunteering opportunities, and so on.




**For more detailed information regarding our school please visit our website at**  
<http://www.hsds.vic.edu.au/>

## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

### School Profile

#### Enrolment Profile

A total of 86 students were enrolled at this school in 2018, 29 female and 57 male.

0 percent were EAL (English as an Additional Language) students and 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p>No Data Available</p>
	<p><b>Results: Mathematics</b></p> <p>No Data Available</p>

## Performance Summary

Engagement	Student Outcomes																	
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td style="text-align: center;">23.0</td> <td style="text-align: center;">26.5</td> <td style="text-align: center;">27.4</td> <td style="text-align: center;">33.5</td> <td style="text-align: center;">27.6</td> </tr> </tbody> </table>						Year	2015	2016	2017	2018	4-year average	Average absence days	23.0	26.5	27.4	33.5	27.6
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<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td style="text-align: center;">ND</td> <td style="text-align: center;">ND</td> <td style="text-align: center;">ND</td> <td style="text-align: center;">100.0</td> <td style="text-align: center;">100.0</td> </tr> </tbody> </table>						Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	ND	ND	ND	100.0	100.0
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## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,181,580
Government Provided DET Grants	\$411,865
Government Grants Commonwealth	\$675
Government Grants State	\$9,725
Revenue Other	\$37,323
Locally Raised Funds	\$105,300
<b>Total Operating Revenue</b>	<b>\$2,746,468</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$31,368
Official Account	\$29,181
<b>Total Funds Available</b>	<b>\$60,549</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$167,219
<b>Equity Total</b>	<b>\$167,219</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$2,130,474
Communication Costs	\$9,203
Consumables	\$113,402
Miscellaneous Expense <sup>3</sup>	\$53,062
Professional Development	\$7,853
Property and Equipment Services	\$158,762
Salaries & Allowances <sup>4</sup>	\$128,788
Trading & Fundraising	\$8,798
Travel & Subsistence	\$23,446
Utilities	\$24,295
<b>Total Operating Expenditure</b>	<b>\$2,658,084</b>

### Financial Commitments

Operating Reserve	\$60,549
Other Recurrent Expenditure	\$5,517
<b>Total Financial Commitments</b>	<b>\$66,066</b>

**Net Operating Surplus/-Deficit** **\$88,384**

**Asset Acquisitions** **\$0**

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in key areas:

### Achievement

Student achievements in :

- English and Mathematics

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## What is the meaning of '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## Towards Foundation Level Victorian Curriculum

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.