

2023 Annual Report to the School Community

School Name: Cobram and District Specialist School (5147)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 February 2024 at 02:52 PM by Leah Willis (Principal)

- This 2023 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 01 March 2024 at 10:18 AM by Kelly Kennedy (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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Cobram and District Specialist School was established in 1978 in Cobram, located on the Murray River, 280 kilometres from Melbourne.

Our school is a dual mode specialist school which provides educational programs for students with an intellectual disability. Students range in age from five to eighteen. Our catchment covers an area from Yarrowonga to Katunga, and into NSW as far as Finley. The school's vision is to provide positive learning experiences, which allow students to achieve their optimum level of academic, social, emotional and physical independence.

The school aims to ensure that its values of Respect, Safety and Try Your Best underpin all activity of the school.

The school has made a concerted effort towards developing a whole-school approach to Behaviour Management through the implementation of Positive Behaviour Support. Through the Positive Behaviour Support program, school values are taught, explicitly, on a weekly basis.

Sixty students are enrolled on a full time basis and one part time. To be eligible to attend the school, students are assessed by a psychologist and diagnosed with an Intellectual Disability.

Each child has an Individual Learning Plan. Parents and teachers set the goals during the Student Support Group meetings.

The school's curriculum supports achievement at different stages of learning as defined by the Victorian Curriculum A-D and F-10. These are complimented by speech therapy, occupational therapy, camps, excursions, community projects. Students are organised into eight classrooms, each catering for students of different age or need. Each year, the school makes use of resources and facilities from other local schools, service organisations and health experts to support its programs.

Students take part in inclusion programs with local schools. We have a close connection with Verney Rd. School, Belvoir and Wangaratta Specialist schools. Inter-school sports such as swimming, athletics, cross-country, soccer and basketball occur throughout the year.

The school's facilities include eight classrooms, art room, library, sensory room and a multipurpose facility, which includes a separate kitchen. Students have access to ICT with students in the middle and senior years having one on one computer access.

The school's external facilities include playground equipment, a basketball court and a sensory garden. The school is adjacent to Cobram Primary School. Due to the small outside area, we have use of Cobram Primary School's oval and play ground. Due to outgrowing our land, the VCAL classroom and music room are located in a wing at Cobram Primary School. The school looks forward to stage one of our master plan to be finished. A new learning base and playground are to be completed early next year.

The school's leadership comprises of the Principal, Assistant Principal and Learning Specialist. There are six full time teachers and two part time teachers, twenty five Education Support Staff and a business manager. Teachers and Education Support Staff work together with health experts to plan and implement programs. A speech pathologist and occupational therapist visit the school, weekly, and a physiotherapist, once a term. The School Council oversees the governance of the school and ensures the teachers have the resources and facilities to provide quality educational programs for the students. A School Council sub committee (fundraising) is made up of a parent group. They raise funds for the school and assist with functions, throughout the year.

The school runs a successful VCAL program. The senior unit is divided into VCAL and Independent Living Skills.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 Priority goal – To continue to focus on student learning with an increased focus on numeracy.

The Numeracy Model has been introduced to all staff. We used an outside service to coach staff and conduct learning walks. We worked on building staff capacity in assessment and differentiation, to identify and meet students' needs.

Our numeracy leaders attended network numeracy COP sessions. PLCs focus was on redeveloping A-D assessments/steps in Working towards Maths. There has been an Increase in staff using Numeracy vocabulary. We consulted with our Speech Pathologist to develop visuals to support the A-D assessment.

A staff member attended The Essential Assessment Conference and is now the schools' accredited EA leader.

We introduced the Readers Workshop in 2023. We used an outside service to coach staff and conduct learning walks. The Leading Teacher also coaches the staff.

2023 Attitudes to School Survey data indicates 96% positive endorsement in Differentiated Learning Challenge.

2023 Attitudes to School Survey data indicates 84% positive endorsement in Learning Confidence

2023 Staff Opinion Survey data indicates 100% positive endorsement in Focus Learning on Real-life Problems.

2023 Attitudes to School data indicates 100% positive endorsement in High Expectation for Success.

Wellbeing

2023 wellbeing goal was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Two new staff members joined our PBS team. Staff continued to explicitly teach the school values in their weekly program. Junior, middle and senior reward systems were updated to be consistent across the school. The Mental Health Practitioner ran Tools to Thrive with the senior students, focusing on Zones of Regulation, self-esteem, confidence, coping strategies, increasing the ability to advocate for themselves and managing big feelings. Primary aged students access small group and individual self-regulation and resilience programs here at school.

We employed a Disability Inclusion coordinator. Their role is to guide the school through the new funding process. In 2024 this role will expand to incorporate the Mental Health in Primary School's role.

2023 Attitudes to School Survey data indicates 92% positive endorsement in Social Emotional Wellbeing. 2023 Attitudes to School Survey data indicates 92% positive endorsement in Life Satisfaction.

2023 Attitudes to School Survey data indicates 89% positive endorsement in School Connectedness.

2023 Staff Opinion Survey data indicates 77.8% positive endorsement in Collaborate to Scaffold student learning.

Engagement

Programs offered to increase engagement: VPC, certificate 11 Agriculture, SPEC Independent Living Skills Program, biked education, Blueearth, Leo's club, Live 4 Life, Duke of Edinburgh's Award, Cyber Safety, work experience, social skills programs, community access, cooking, woodwork, metal work, community garden, community library, meals on wheels, athletic sports, swimming sports, inter school sports, yachting and sport at the local stadium. This year was the first time since covid students participated in the All-Abilities Carnival in Shepparton. Students wore the school's brand-new footy jumpers and netball tops. Positive Behaviour Support played a significant role in our school with students following the values of Try Your Best, Safety and Respect. Weekly PBS lessons focused explicitly teaching the matrix. Parents are sent positive messages when their child displays one of our school values. Parents receive a Compass message to follow up on absences. We work closely with local services. Staff organised a successful Careers expo held at Cobram Civic centre. Services from around the local area and as far away as Shepparton, were stall holders.

2023 Attitudes to School Survey data indicates 80% positive endorsement in Student Voice.

2023 Attitudes to School Survey data indicates 92% positive endorsement in Motivation and Interest.

Other highlights from the school year

The Duke of Edinburgh Award students planned and attending their Practice camp at Yarrawonga. Their main camp was a snow camp which they planned as well. Other classes attended excursions in the local area. Senior students participated in Woodwork, sewing (for Dutch thunder wildlife rescue) and photography. This program was nominated for an award under community project, at the Moira Shire Australia Day Awards. They were also involved in a community public speaking competition as part of the school's based Leo's club. Students from yr. 11 were part of the Live4Life crew alongside other yr. 11 students from schools in the Moria Shire. They ran activities for our yr. 8 students as well participate in Mental Health Training. Our buddy program was a success with VPC students reading to the juniors weekly. The community garden and school garden were a highlight for our junior and middle year students. Each week they would spend time planting, picking, weeding, raking, and watering. This year we introduced a second therapy dog into the school, we now have two who share the role. This year we held our school band played at our school Award's afternoon. They were also invited to play at the Tri Sate Games ceremony and final dinner. Our school captains represented the school at the ANZAC Day and Remembrance Day services. Students participated in Clean Up Australia Day.

Financial performance

The school has ended up with a credit surplus of \$241730 at the end of 2023. A fulltime Mental Health Practitioner and a part time Disability Inclusion Co-ordinator were employed, and these positions have been funded from our credit equity funding, Mental Health in Primary Schools funding and Disability Inclusion Tier 2 funding. The cash component of equity funding was used for engaging

speech and physiotherapy services. We completed a \$70,000 credit to cash transfer to fund a new telephone system and to assist with funding of replacement staff. Cobram Family & Financial Services very kindly donated \$20,000 in funds which was used to pay for new junior playground equipment and this was installed in January 2024. Other major funds received included Active Schools Extra Curricular Boost which again paid for the alternate fortnight physical activity sessions with Bluearth and Skillzone, Kids Under Cover Scholarships for 3 students, Advance funding \$9800 (for camps, short courses, Duke of Edinburgh Award registrations). Donations have been received from Ritchies IGA \$400, Moira Shire \$200, Cobram Lions \$125, Mortlock Farms \$150, Soroptimists International Cobram/Barooga \$100, RSL Cobram \$100 and Cobram Rotary \$100.

For more detailed information regarding our school please visit our website at
cobram.sds.vic.gov.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 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 59 students were enrolled at this school in 2023, 18 female and 41 male.

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

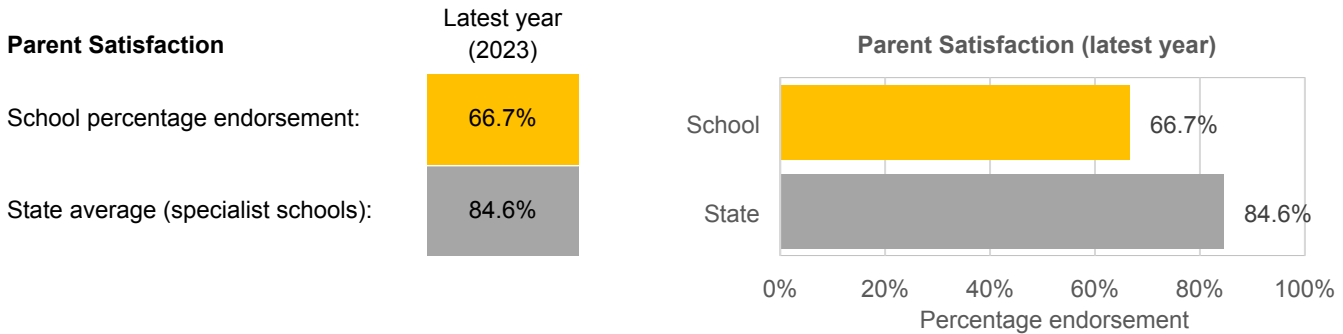
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

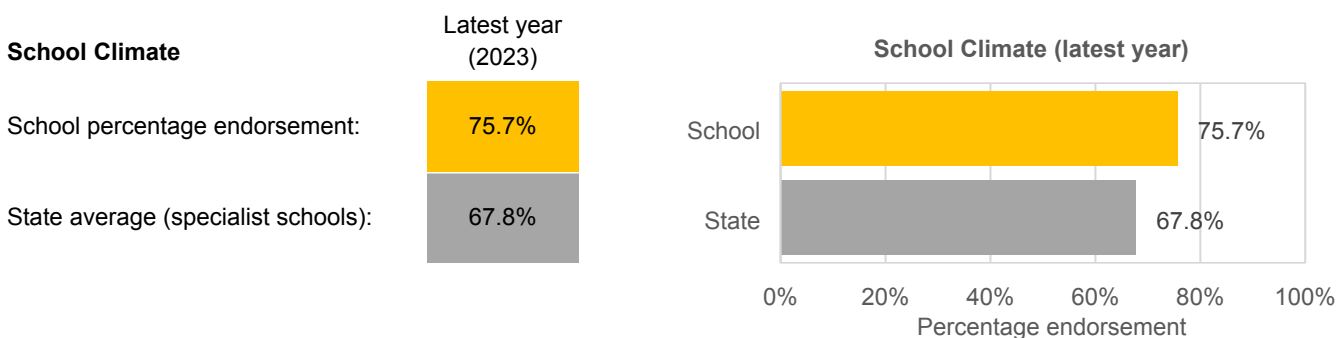


School Staff Survey

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

Percentage 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

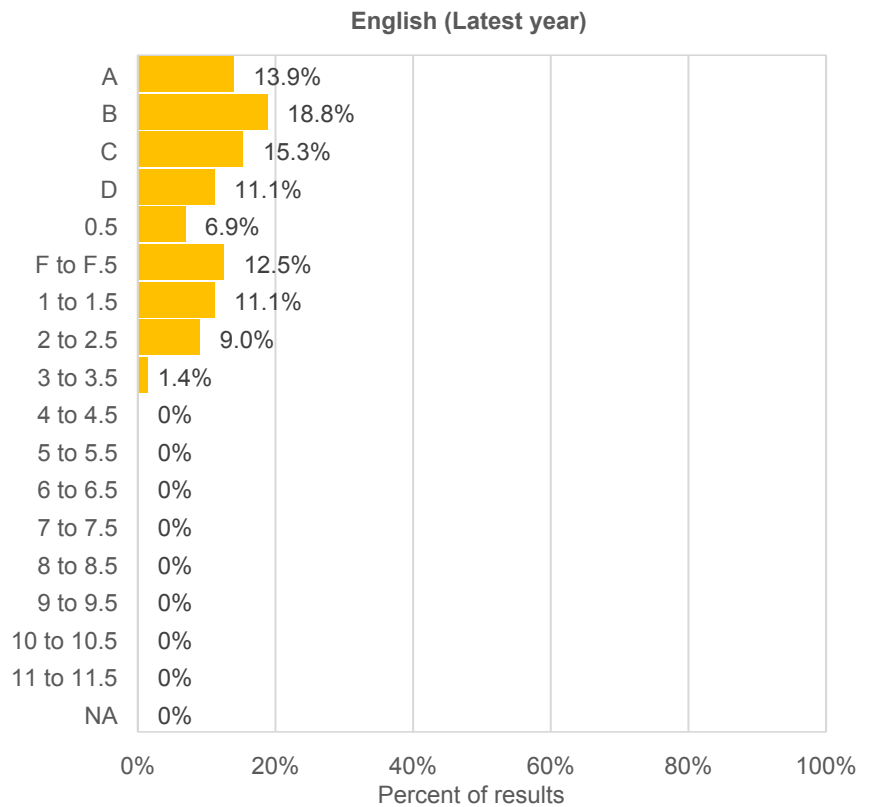
Teacher Judgement of student achievement

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

English

Achievement Level	Latest year (2023)
A	13.9%
B	18.8%
C	15.3%
D	11.1%
0.5	6.9%
F to F.5	12.5%
1 to 1.5	11.1%
2 to 2.5	9.0%
3 to 3.5	1.4%
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

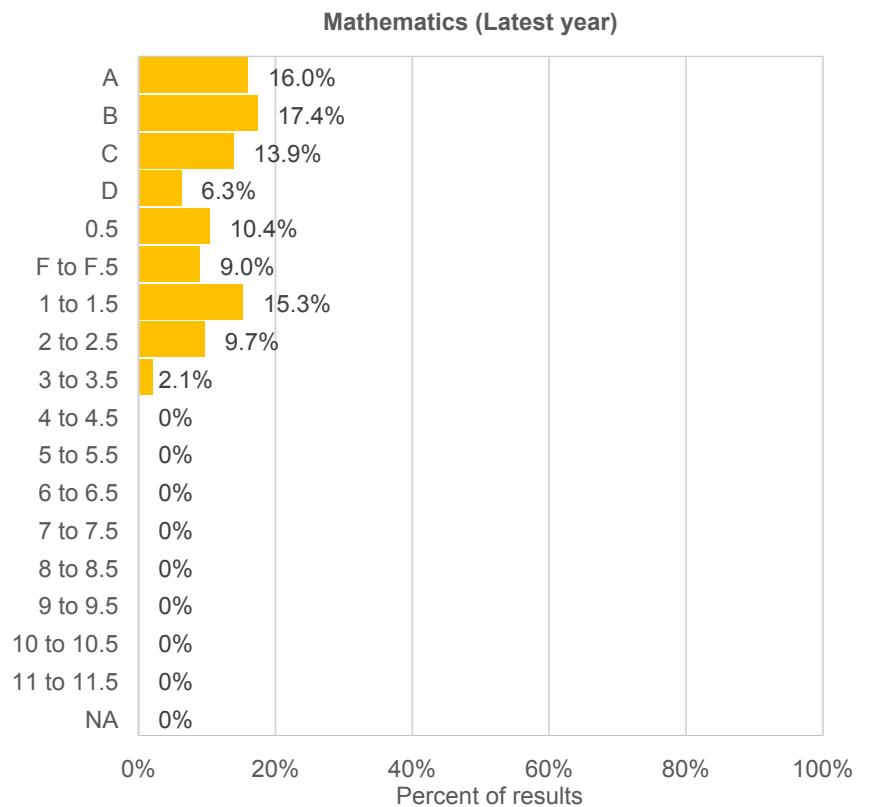
Achievement Level



Mathematics

Achievement Level	Latest year (2023)
A	16.0%
B	17.4%
C	13.9%
D	6.3%
0.5	10.4%
F to F.5	9.0%
1 to 1.5	15.3%
2 to 2.5	9.7%
3 to 3.5	2.1%
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

Achievement Level



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	2020	2021	2022	2023	4-year average
School average number of absence days:	32.0	28.8	38.9	42.6	35.7

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	70.0%	80.0%	100.0%	60.0%	71.8%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,821,878
Government Provided DET Grants	\$736,399
Government Grants Commonwealth	\$4,000
Government Grants State	\$18,106
Revenue Other	\$17,422
Locally Raised Funds	\$38,059
Capital Grants	\$0
Total Operating Revenue	\$3,635,863

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,385
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$74,385

Expenditure	Actual
Student Resource Package ²	\$2,571,906
Adjustments	\$0
Books & Publications	\$772
Camps/Excursions/Activities	\$15,296
Communication Costs	\$8,097
Consumables	\$36,618
Miscellaneous Expense ³	\$13,538
Professional Development	\$21,330
Equipment/Maintenance/Hire	\$42,637
Property Services	\$97,405
Salaries & Allowances ⁴	\$194,824
Support Services	\$48,040
Trading & Fundraising	\$13,718
Motor Vehicle Expenses	\$40,805
Travel & Subsistence	\$1,858
Utilities	\$15,881
Total Operating Expenditure	\$3,122,725
Net Operating Surplus/-Deficit	\$513,139
Asset Acquisitions	\$44,652

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$219,228
Official Account	\$22,619
Other Accounts	\$0
Total Funds Available	\$241,848

Financial Commitments	Actual
Operating Reserve	\$84,984
Other Recurrent Expenditure	\$13,707
Provision Accounts	\$10,622
Funds Received in Advance	\$17,812
School Based Programs	\$1,643
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,941
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$27,000
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$186,709

All funds received from the Department of Education, 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.