

*Swan Hill Specialist School
5268*

*Annual Report to the
School Community*



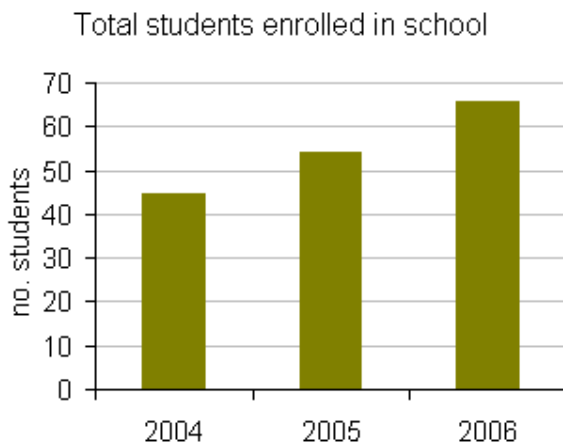
School Overview

As identified in the School Charter, curriculum provision continued to be stimulating and appropriate. Art, H&PE, Science and Technology special programs were implemented for Early and Middle Years. As well, a music teacher was employed from the local College specifically for Middle Years and Senior programs. A Special Needs teacher implemented specific individual programs for high needs students. Visual Literacy programs were implemented for Middle Years 3 days each week. Literacy and Numeracy continued to be the focus for Early Years, Functional Literacy and Numeracy for Middle Years and VCAL for Seniors.

Student Enrolment

Student Enrolment increased by 20% from 54 to 65 for the start of 2006 as compared to census day in 2005. Enrolment continued to grow throughout 2006. The School's organisational structure reflected this growth with Rooms 1, 2 & 3 clearly identified as Early Years, Rooms 4 & 5 as Middle Years and Rooms 6 & 7 as Seniors.

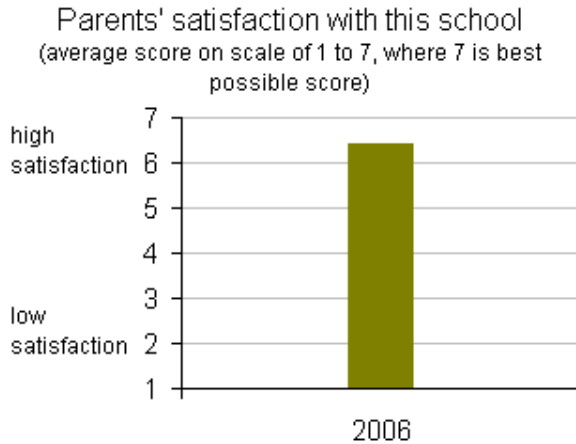
Demographics



Parent Satisfaction

Parent Opinion as it relates to Parent satisfaction with the school (6.43) was above the state Mean (6.05)

General Information



Teacher Satisfaction

The average score for teacher satisfaction at this school was 80.8 on a scale from 0 to 100 where 100 is the best possible score.

Teacher Absence

The average number of days absent per teacher was 7.75 days.

Teacher Retention

Of the 12 teaching staff at June 2005, 12 or 100% were still at the school at June 2006. The figure across all Government schools was 87%.

Teacher participation in professional learning.

All teaching staff have participated in professional learning throughout the year based on their individual professional development plans and school priorities.

Teacher Qualifications

All teachers at the Swan Hill Specialist School are registered with the Victorian Institute of Teaching.

Principal's Report

In preparing this report we extend our thanks and appreciation to all of those who have contributed to the success of our school during 2006, students, staff, school councillors, parents/carers, parents club, and community members.

Curriculum options continued to be developed with the School timetabling specialist music classes and special needs/therapy programs. The H&PE program was extended to include a Bike Education Program. A bike shed was erected and bikes/trikes purchased to sustain the delivery of the program. To support our school's emphasis with healthy attitudes and values, a student operated "Glow n Grow" canteen serving only nutritional meals commenced. The canteen was supported by our burgeoning Community Farm/Garden project which supplied produce grown by students.

A highlight for our 18 year old graduates was the Graduates trip to the Gold Coast in late December. Our extensive camping program covered all age groups and classes and maximised our students' growing independence.

Graeme Scoberg
Principal



Student Progress & Achievements

Student Learning

In 2006 the emphasis on student learning outcomes continued to be focussed on the following areas of the curriculum.

Goal setting for English and Mathematics continued to be exemplary. Specialist staff coordinated individual and class programs for Science, Technology, Music and Art for Early and Middle Years students. Specific goals for these Key Learning Areas were incorporated into Individual Education Plans. The number of students who made satisfactory progress or better increased in 2006. Refer to School Level Report.

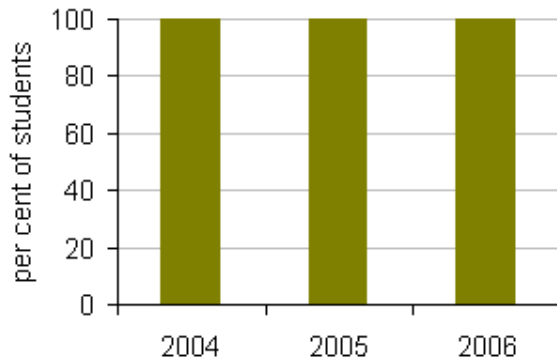
Visual Literacy programs were increased for Middle Year students.

As well, Literacy programs were extended for Early Years. The school committed to train an additional staff member with Reading Recovery. We now have 2 Reading Recovery trained teachers working throughout the school.



Student Learning

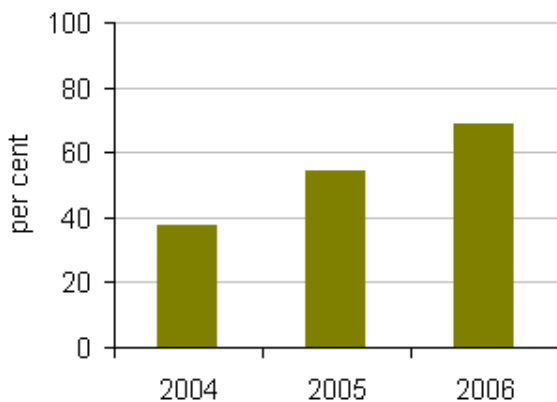
Percentage of students who made satisfactory or better progress in English



Satisfactory completion rates.

The number of students participating and completing VCAL is increasing. We have a significant and rewarding partnership with Swan Hill College. This partnership includes the successful inclusion of our students in Hospitality, Automotive, Retail & Business Certificate courses at the College. In 2006, for the first time we offered the Agriculture Certificate on our Campus.

Satisfactory VCAL completion rates



Student Pathways and Transitions

2006 was the 3rd year that we offered VCAL. All students aged 16-18 years completed a Managed Individual Pathway which allowed students and families to begin consideration of post school options before their 18th birthday and subsequent final year of school education. For 2006, Pathways continued to be Murray Human Services for our severe to profound intellectually disabled and TAFE for students with a mild Intellectual disability.

A key improvement strategy was the Transition program that again was offered to students who are to attend the Specialist School for the first time in 2007.

Three preps are to attend the Specialist School in 2007. Individual Transition programs were developed for these students. Meetings with pre-school staff, support staff and families were coordinated for information sharing. During Term 4 each 2007 student attended the Specialist setting for at least one day each week culminating with a week placement in December.

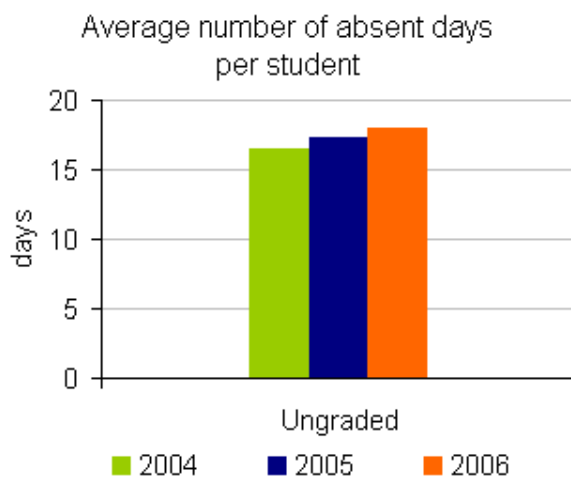
In late December 2006 we introduced Flying Start. For one week all students were placed with their 2007 class teacher. Initial staff evaluation was favourable.

The exit student data reported in the school level report is not specific to the ungraded specialist student population. School student exit data is reported in the table below for the years 2004-2006.

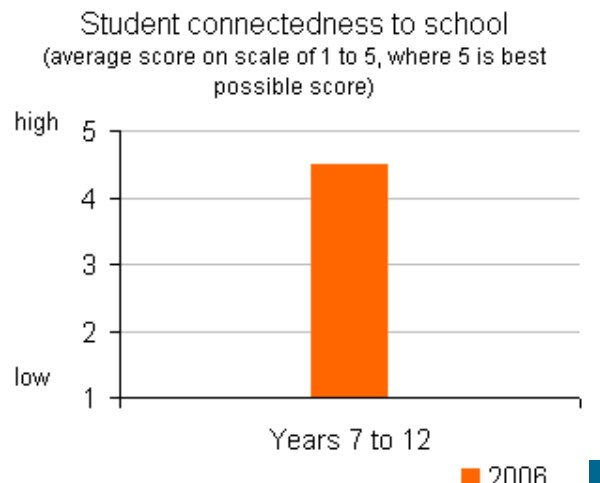
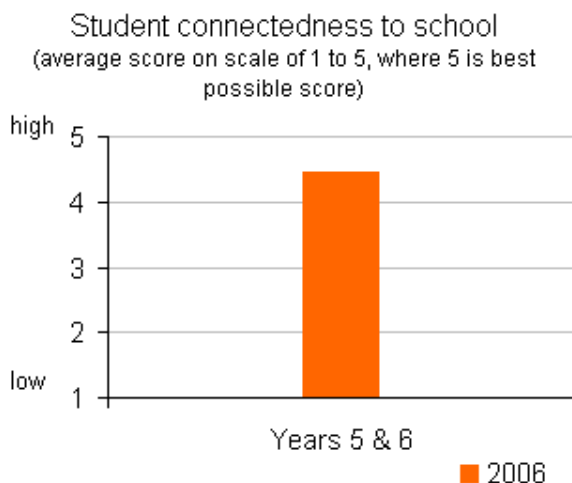
December 2004	Murray Human Services Swan Hill – Program Options	1.0
	TAFE disability stream - Certificate of Work Education	1.0
	Employment	1.0
December 2005	Murray Human Services Swan Hill – Program Options	3.0
	TAFE disability stream - Certificate of Work Education	1.0
December 2006	Murray Human Services Swan Hill – Program Options	3.0
	TAFE disability stream - Certificate of Work Education	4.0
	Wodonga Adult Services-Program Options	1.0

Student Engagement and Wellbeing

The average number of days absent increased from 17.3 to 18.0 days. The majority of days continue to be parent approved and medical related absences. In 2006 improvement strategies were implemented to target a group of students who accounted for a significant number of the absences. The strategies which included specific one on one and small group activities were successful with the majority of the targeted group's absences decreasing by over half. However interpretation of absence data in late 2006 showed that a significant group of students had emerged accounting for the majority of 2006 absences. This group was middle and senior students who had transferred to the school during 2005 or commenced in 2006. An induction/transition program for these and students transferring in during 2007 will be implemented. The success or otherwise with this improvement strategy will be noted in the 2007 Annual Report and is contained in the 2007 Annual Improvement Plan.



Our students have completed the Student Opinion Survey for the past three years. The validity of the data is questionable given the capability of some of our students to reliably complete the survey and the inconsistent approach across the school with administering the survey. During 2006 the "You Can Do It" program was embedded into the school's curriculum. The program has been successful as indicated by the Survey data showing student connectedness to the school. However detailed analysis isolates small groups within the school with differing perceptions. The Leadership Team has decided to designate a staff member for administering the 2007 Student Survey to maintain a consistent approach for its completion.



Future Directions

Improvement strategies for the following year will consolidate progress made the in previous 12 months.

Two key improvement strategies will target curriculum documentation and Performance Development. Our curriculum will be reviewed in line with VELS implementation. The principles of learning and teaching will be imbedded in teacher practice through Professional Learning Teams. The school has applied for accreditation for Performance and Development Culture in Term 3.

Other significant activities planned include

- Establishing a bike path around the perimeter of the oval to complement the Bike Education program implemented in 2006
- Developing the Community Farm/Garden on the eastern section of the grounds. The pilot area was successful with classroom programs benefiting from the thematic approach.
- Construction of indoor swimming pool on school premises

School programs will continue to reflect the social and emotional wellbeing of students.

Reference sources include

- School Strategic Plan/School Charter
- Annual Implementation Plan

Financial Performance

In 2006 a master plan for refurbishment of computer stocks was implemented with installation planned for term 1 2007. The school was also successful with its application for a Federal Govt grant of \$150 000 towards an Indoor swimming pool. The total cost of the pool will be approx \$280 000 with school fundraising the additional cost. This money will be expended during the 2007 year. Money has also been committed to further grounds improvements including a bike track.

Financial Performance for the year ending 31st December, 2006		Financial Position as at 31st December, 2006	
Revenue	2006 Actual	Funds Available	2006 Actual
DE&T Grants	206 454	High Yield Investment Account	302 642.95
Commonwealth Government Grants	127 500	Official Account	-3765.41
State Government Grants		Other Bank Accounts(listed individually)	
Other	33 536	<i>(insert)</i>	
Locally Raised Funds	90 322	<i>(insert)</i>	
Total Operating Revenue	\$457 816	<i>(insert)</i>	
		Total Funds Available	\$298 877.54
Expenditure		Financial Commitments	2006 Actual
Salaries and Allowances	66 873	Salaries	63 377.54
Bank Charges	206	Other Pool Fund	177 500
Consumables	29 706	Building/Grounds including SMS	58 000
Books and Publications	140		
Communication Costs	9 128		
Furniture and Equipment	54 569		
Utilities	15 746		
Property Services	111 603		
Travel and Subsistence	458		
		Total Financial Commitments	\$298 877.54
Motor Vehicle Expenses	12 490		
Administration	4 461		
Health and Personal Development	334		
Professional Development	14 540		
Trading and Fundraising	19 966		
Support/Service	21 569		
Miscellaneous	25 931		
Total Operating Expenditure	\$387 439		
Net Operating Surplus	\$70 377		
Capital Expenditure (Cases 21 Finance Only)			
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school.