**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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. | |  |  |  | | --- | | * 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 | |  | |

School Name: Swan Hill Specialist School (5268)

**About Our School**

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| **School context** |
| Swan Hill Specialist School has a strong positive profile in the local Swan Hill community. Located at the edge of the township the site includes classrooms, an allied health building, a hall and commercial kitchen, a kitchen garden and an indoor swimming pool as additional resources.The school site is large and accommodates a community kitchen garden at the rear. A $1.64m building project started in 2022 with a roofed multipurpose court to be built and a master-plan for future development has been completed. Mid-year we received further notification of stage 2 with a $6 million dollar project to refurbish the main building. The 85 enrolled students come from a wide surrounding rural area with some travelling very long distances to access a specialist education. A high percentage of students come by subsidised bus transport, including a school self-managed bus service. Students are from a diverse socio-economic background with many families significantly disadvantaged, evidenced by a high Student Family Occupation (SFO) density of 0.82.  Many students have a multi disability such as intellectual disability along with autism or a physical, emotional and behavioural disability. A small percentage of students come from language backgrounds other than English (LBOTE) and there are approximately 19% of students who come from an indigenous background. There are over 45 staff members. 2 Principal Class, 14.97 teachers, 18 part time Education Support for classrooms (13.5, two of whom identify as indigenous), Education Support Administration of 12.82 and Allied Health of 1.2 staff who all have access to coaching from a coaching team of Leading Teachers and Learning Specialists. Included also is a bus driver .84, Cross Infection cleaner.40, Gardener .40 and an indigenous support assistant of .79. A multi-disciplinary team of allied health professionals including a social worker and speech pathologist are employed by the school and a school nurse and occupational therapist are contracted to the school to support classroom teachers to provide classroom based educational programs and to maintain safe physical environments and mobility advice. The school also has available access to a Network SSS Team. Senior students undertake a project based VCAL and capable students additionally undertake VET competency-based offerings. Specialist programs in art, music, horticulture and physical education are an integral part of the educational program. Classrooms are equipped with ICT technology and there are netbooks and iPads as tools for learning. The school has excellent links with the local community focused on educational opportunities, transition links, recreation and welfare. Programs such as Inclusion Outreach Coaching are run through the school and provide quality links to other local schools. The SHSS regularly shares its expertise with neighboring schools.Students, staff and families work together to create the best opportunities for learning within a safe and supportive environment. Our vision is “to prepare students to leave school with social, emotional and academic skills for life.”  The school’s priority is to provide a safe, positive and challenging environment with positive behaviors expected of all stakeholders in a high expectation environment where the child and their educational needs are at the centre of decision making. The school is committed to embedding a culture of child safety and ensuring that each of its policies and procedures demonstrate a zero tolerance of child abuse within its community. Its aim is to continue to build strong relationships between staff, students, parents, careers and the wider community. The Swan Hill Specialist School aims to provide a high quality individual learning program for each student, which meets their intellectual, social, emotional and physical needs.  The school purpose and values form the basis for all, which happens within the school and school community. Our values are: Belonging, Trust and Kindness. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Our core work is focused on improving learning outcomes for each student as identified in their individual learning plans with a continued whole school focus on Mathematics and English. Each student has an Individual Learning Plan with SMART goals that are informed by regular assessment and includes a personal learning goal. All students working on A-D, F-10 were plotted for Mathematics and English on the relevant Victorian Curriculum levels on the Sentral Continuum and all students moved along the continuum using a variety of tools to evidence this. The majority of students are working on A-D and F to 4 levels of the Victorian Curriculum. All Program for Students with a Disability (PSD/DIP) students showed progress at satisfactory or above level in achieving their individual goals.100% of designated senior years' students successfully completed the expected VCAL/ VeT unit outcomes within an environment of project-based learning. (This does not include one student who disengaged from schooling after many attempts to reengage but who completed structured Workplace Learning offsite). Partnerships with Swan Hill College allowed shared delivery of Hospitality and contracts with outside agencies delivered first aid and food handling qualifications. Hands on Learning rounded out learning opportunities catering to a variety of learning styles and we implemented Hair and Beauty to begin with in this format with two trained staff.Swan Hill Specialist School maintained their focus on Teaching and Learning in numeracy and literacy with differentiated planning and quality teaching, both remotely and face to face. We kept the focus on being the best teachers we could be was supported by differentiated coaching within the school.  Meeting Schedules were well planned and targeted.  Our Facebook page was very active and the wider community made good connections. |
| Wellbeing |
| Swan Hill Specialist School employs a Mental Health Practitioner, supported by a Wellbeing School Improvement Team with a focus on wellbeing, attendance and positive relationships with the community. A shared employee with Victoria Police strengthens community relationships and a KESO is timetabled .2 across the school. The School-Wide Positive Behaviour Support Model is the foundation of the wellbeing program. Restorative practice is used to promote socially responsible behaviours as part of student learning adding to this the support of professional learning from the Allied Health have a team approach to supporting classrooms to work with students by making recommendations to meet educational, communication and behavioural goals. The school is an Inclusion Outreach Coaching School and continues to support mainstream schools through this program as well as continuing support as required outside these parameters to community organisations and groups and independent schools.  The Sentral reporting system is used for student reporting and wellbeing records and leadership agendas show evidence of planning and support for students and their classrooms.Families are supported in accessing NDIS and local and wider medical requirements as per their individual needs.  Many of our families come from a background of generational disability and as a result are supported by the wellbeing team to enable ongoing success for our students. |
| Engagement |
| Swan Hill Specialist School wants every student and their family to feel included, involved and engaged in the school and wider community. As a school community we promote positive relationships, resilience, and responsible behaviour and have high expectation relationships with all stakeholders. Attendance declined again in 2022 with an average number of absences being 41.9 . We continue to watch this closely seeking any opportunities for improvement as we work on raising attendance for a minority of students. Missed school with long term illness, absences due to COVID concerns, positive covid tests or close contact isolation all impacted on attendance. We worked really hard to reengage students lost to covid and undertook a variety of strategies to get these students back to school. Days away due to decreased immunology, attendance at therapies and a small cohort of at-risk students keep the numbers at a level that does not sit comfortably for the school. Working with the Navigator Program and other local agencies, investment in Hands on Learning and additional resources for the wellbeing team and in particular the Mental Health Practicioner and School Nurse are all planned to bring this rate to lower levels.  An Indigenous Support Officer works with students and families together with the school team.All school surveys show positive results with 69.8% of staff positive about school climate, students connected to their school and 70.9% of parents who believe their children are connected to the school. Activities and programs across the school include Art, Music, Physical Education, Horticulture, Hands On Learning, RDA, Swimming and Community Participation to name a few. School-Wide Positive Behaviour Support Model is being used. We have a Mental Health Practitioner and Wellbeing Officer at the school. Our own devised Police in Schools and Hands on Learning provide opportunities for student voice. The Student Leadership Team is active in assemblies and student membership on the school council is active.  Partnerships with Swan Hill College and MacKillop College increase opportunities for students. The Sentral reporting system is used for student reporting and wellbeing records. |
| **Other highlights from the school year** |
| in 2022 we celebrated being back together via our Deb Ball.  The initial date was changed due to flooding so there was great excitement in being back together and joining with our peers from Swan Hill College and MacKillop as some partners to put on a wonderful show at the Pioneer Settlement. Our Graduation was another night for celebration with families gathering at a local restaurant to celebrate their child's successes at school as they graduated.Camps and excursions restarted and all students were given the opportunity to attend a camp.  Our Graduate Camp was held in Geelong with the highlight being a helicopter ride.Our Building Programs started with a Master Plan completed, works beginning on the $1.6 million Covered Multi Purpose Court and plans underway for the $6 million Refurbishment of the main school building. |
| **Financial performance** |
| 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 Departmental policies, School Council approvals and the intent/purposes for which funding was provided or raised. Swan Hill SS finished the year with a surplus of funds which will continue to enable the implementation of the school’s master plan of grounds development and Allied Health provision. The school is in a sound financial position with the majority of funds targeted to future projects or future budget items in line with Department policy, including further development of resources for parking and storage following the completion of the multipurpose covered court, refurbishment of the main building, Variety Bus replacement, the Community Garden Learning Hub to allow for the provision of VPC, Horticulture and Hands on Learning. There were no extraordinary revenue or expenditure items. Equity funding supported the continuation of the coaching program for staff across the school, allied health, additional programs for students and ongoing support for students as required. We received grants which provided many opportunities for students. The school received grants of $5000 from Freemasons, We also received $9800 in Advance Funding for senior student programs. Works began for the $1.64 million dollar project of a covered multipurpose court, planning began for stage 2 and some school funds are targeted for storage, seating, furniture and further equipment for student use. |
| **For more detailed information regarding our school please visit our website at** [**www.swanhillspec.vic.edu.au**](file:///C:\Users\Jodi\Downloads\www.swanhillspec.vic.edu.au) |