

# 2017 Annual Report to the School Community



School Name: Bulleen Heights School

School Number: 5099



- 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 Regulation 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 2017 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 02 May 2018 at 02:22 PM by Susan Merjan (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 Regulation 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 2017 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 03 May 2018 at 08:41 AM by Adam Crawford (School Council President)



Education and Training



## About Our School

### School Context

Bulleen Heights School is a Department of Education and Training school, specialising in the provision of education for students with autism spectrum disorder. In 2017 the school enrolment was 276 students (268 FTE), between five and eighteen years of age. The school is located in the eastern suburbs of Melbourne and is approximately fourteen kilometers from the city. It is situated across two closely located campuses at Bulleen (primary) and Lower Templestowe (secondary). Both campuses are in residential areas close to public transport and local facilities.

In 2017 the total staff numbered 133.31 (FTE) – 61.6 (FTE) teachers and 71.7 (FTE) ESS. This is a significant resource for the school, enabling student learning to be enhanced in classroom, specialist, therapy and extra-curricular areas. The school has operated in 2017 with the primary aged students at Pleasant Road, Bulleen serviced by 25 classrooms and the secondary aged students at Manningham Road, Lower Templestowe serviced by 19 classrooms. Principal class officers include one principal and two assistant principals. Each campus is supported by three leading teachers.

Providing small class sizes, balancing learning with life skills, catering for individual need, specialist teaching and multi-disciplinary staff are critical factors to the school's successful practice. The school aims to ensure effective teaching and learning and the provision of a safe learning environment. Motivated and engaged staff - instruct and assess students along a continuum of learning to achieve individual goals.

The school values are integrity, respect, high professional standards, care and support and consistency. These values underpin the mission and delivery of a vision, which aims to achieve excellence both nationally and globally in educational service provision for students with autism spectrum disorder.

### Framework for Improving Student Outcomes (FISO)

In 2017, Bulleen Heights School has consolidated a focus on the 'Excellence in teaching and learning' improvement priority of FISO. Our improvement initiatives support (1) Building Practice Excellence and (2) Curriculum Planning and Assessment.

Key improvement strategies to Build Practice Excellence include the following:

- build school capacity for distributed leadership to ensure a whole school approach to effective assessment of student achievement
- focus on development, documentation and embedding of shared evidence-based teaching and learning
- consolidate the implementation of evidence-based approach teaching students with ASD and the School Wide Positive Behaviour Intervention Support (SW-PBIS) program
- build strategies to enhance a clear sense of community purpose where everyone works together to achieve common goals

Key improvement strategies to drive Curriculum Planning and Assessment include the following:

- build staff capabilities to improve student achievement, targeting evidence-based teaching and learning for students with ASD
- student achievement data demonstrates reduction in assessment variability between teachers

### Achievement

Bulleen Heights School caters for students with autism spectrum disorder and a severe language impairment. The 2017 Annual Implementation Plan targeted improving student outcomes in English, Mathematics and Digital Technologies domains of the Victorian Curriculum. In 2017, the school has consolidated the implementation of the new curriculum. The consistent use of assessment tools across the school in English and Mathematics and ongoing professional learning supports our goal to achieve a reduction in the variability of teacher assessment. Teacher collaboration has improved through peer observation, group discussions and learning journeys.

Improvement in staff familiarity with Victorian Curriculum Digital Technologies and the introduction of BYOD across the school in a systematic manner has been successful in creating a stronger connection between staff, parents and students in relation to monitoring student individual learning goals and outcomes. The school community has responded positively to the use of Apps enabling them to see student progress regularly. The curriculum team developed a comprehension App to assist assessment of student comprehension using the Proloque2Go App. Implementation of the COMPASS management system in 2017 has improved access by teachers and parents to student Individual Learning Plans and Reports in a user friendly and real-time system.



## Engagement

The School Wide-Positive Behaviour Support program engages our students as learners within an environment that improves their abilities to regulate their attention and emotional state. Consolidating the implementation of evidence-based approaches to teaching students with ASD is supported by the School Wide-Positive Behaviour Intervention Support (SW-PBIS). The PBIS principles have had a positive impact on student behaviour across the school.

Whole school professional learning delivered by the PBIS team provides a consistent understanding of the continuum of PBIS behaviours and support strategies for Tier1, 2 and 3. Teachers and parents are able to share the positive learning environment students experience at school with increased use of technology to engage and communicate. Families have shown positive support for participating in PBIS awards events for the students.

Teachers have developed a curriculum for upper secondary students to broaden their learning to include problem-based learning projects in learning areas, focusing on critical and creative thinking, design and technologies. To assist with the development of a rigorous curriculum for upper secondary students the school also established a working party to prepare an application to deliver VCAL to senior secondary students. The school was successful in receiving accreditation to deliver VCAL in 2018.

## Wellbeing

The school community received State Government funding to improve the condition of the school facilities. During 2017 significant planning was undertaken to prioritise how to allocate the funds and for appropriate tender plans to be prepared. The process was supported by Bulleen Heights School Council, DET and the successful tender architects and builders.

Building commenced late in 2017 for the addition of 'covered walkways' to the three main buildings on the Manningham Road Campus. An additional component to the project was the renovation of the Courtyard playground at the Pleasant Road Campus. The project will continue into 2018 with the completion date of April 2018.

The National Disability Insurance Scheme (NDIS) has had an impact on all families at the school. Members of the school multi-disciplinary staff and leadership have provided support to families as requested on an individual basis and by facilitating NDIS meetings at the school.

For more detailed information regarding our school please visit our website at  
[www.bulleenheights.vic.edu.au](http://www.bulleenheights.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:

| <b>School Profile</b>   |  |
|---|--|
| <p><a href="#">Enrolment Profile</a></p> <p>A total of 268 students were enrolled at this school in 2017, 44 female and 224 male.</p> <p>17 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>  |  |
| <p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>   |  |
| <p><a href="#">Parent Satisfaction Summary</a></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>  |  |
| <p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |



## 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> | <div data-bbox="597 322 1477 795"> <p><b>Results: English</b></p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>6%</td></tr> <tr><td>B</td><td>8%</td></tr> <tr><td>C</td><td>10%</td></tr> <tr><td>D</td><td>13%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>16%</td></tr> <tr><td>1 - 1.5</td><td>17%</td></tr> <tr><td>2 - 2.5</td><td>14%</td></tr> <tr><td>3 - 3.5</td><td>5%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0.5%</td></tr> <tr><td>6 - 6.5</td><td>0.2%</td></tr> <tr><td>7 - 7.5</td><td>0.1%</td></tr> <tr><td>8 - 8.5</td><td>0.1%</td></tr> <tr><td>9 - 9.5</td><td>0.1%</td></tr> <tr><td>10 - 10.5</td><td>0.5%</td></tr> <tr><td>11 - 11.5</td><td>0.1%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="597 824 1477 1339"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>9%</td></tr> <tr><td>B</td><td>11%</td></tr> <tr><td>C</td><td>7%</td></tr> <tr><td>D</td><td>10%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>11%</td></tr> <tr><td>1 - 1.5</td><td>19%</td></tr> <tr><td>2 - 2.5</td><td>13%</td></tr> <tr><td>3 - 3.5</td><td>7%</td></tr> <tr><td>4 - 4.5</td><td>4%</td></tr> <tr><td>5 - 5.5</td><td>2%</td></tr> <tr><td>6 - 6.5</td><td>1.5%</td></tr> <tr><td>7 - 7.5</td><td>0.2%</td></tr> <tr><td>8 - 8.5</td><td>0.1%</td></tr> <tr><td>9 - 9.5</td><td>0.5%</td></tr> <tr><td>10 - 10.5</td><td>0.1%</td></tr> <tr><td>11 - 11.5</td><td>0.1%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> | Level | Percentage | A | 6% | B | 8% | C | 10% | D | 13% | 0.5 | 5% | F - F.5 | 16% | 1 - 1.5 | 17% | 2 - 2.5 | 14% | 3 - 3.5 | 5% | 4 - 4.5 | 1% | 5 - 5.5 | 0.5% | 6 - 6.5 | 0.2% | 7 - 7.5 | 0.1% | 8 - 8.5 | 0.1% | 9 - 9.5 | 0.1% | 10 - 10.5 | 0.5% | 11 - 11.5 | 0.1% | NA | 0% | Level | Percentage | A | 9% | B | 11% | C | 7% | D | 10% | 0.5 | 3% | F - F.5 | 11% | 1 - 1.5 | 19% | 2 - 2.5 | 13% | 3 - 3.5 | 7% | 4 - 4.5 | 4% | 5 - 5.5 | 2% | 6 - 6.5 | 1.5% | 7 - 7.5 | 0.2% | 8 - 8.5 | 0.1% | 9 - 9.5 | 0.5% | 10 - 10.5 | 0.1% | 11 - 11.5 | 0.1% | NA | 0% |
| Level   | Percentage   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| A   | 6%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| B   | 8%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| C   | 10%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| D   | 13%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 0.5   | 5%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| F - F.5   | 16%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 1 - 1.5   | 17%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 2 - 2.5   | 14%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 3 - 3.5   | 5%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 4 - 4.5   | 1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 5 - 5.5   | 0.5%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 6 - 6.5   | 0.2%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 7 - 7.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 8 - 8.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 9 - 9.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 10 - 10.5   | 0.5%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 11 - 11.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| NA  | 0%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| Level   | Percentage   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| A   | 9%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| B   | 11%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| C   | 7%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| D   | 10%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 0.5   | 3%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| F - F.5   | 11%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 1 - 1.5   | 19%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 2 - 2.5   | 13%  |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 3 - 3.5   | 7%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 4 - 4.5   | 4%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 5 - 5.5   | 2%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 6 - 6.5   | 1.5%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 7 - 7.5   | 0.2%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 8 - 8.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 9 - 9.5   | 0.5%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 10 - 10.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| 11 - 11.5   | 0.1%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |
| NA  | 0%   |       |            |   |    |   |    |   |     |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |      |         |      |         |      |         |      |         |      |           |      |           |      |    |    |       |            |   |    |   |     |   |    |   |     |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |      |         |      |         |      |         |      |           |      |           |      |    |    |



## 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"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>19.5</td> <td>20.3</td> <td>20.0</td> <td>21.0</td> <td>20.2</td> </tr> </tbody> </table>                                |       |       |       |                |  | Year | 2014 | 2015 | 2016 | 2017 | 4-year average | Average absence days                           | 19.5  | 20.3  | 20.0  | 21.0  | 20.2  |
| Year  | 2014   | 2015  | 2016  | 2017  | 4-year average |  |      |      |      |      |      |                |  |       |       |       |       |       |
| Average absence days  | 19.5   | 20.3  | 20.0  | 21.0  | 20.2           |  |      |      |      |      |      |                |  |       |       |       |       |       |
| <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"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table> |       |       |       |                |  | Year | 2014 | 2015 | 2016 | 2017 | 4-year average | % of students to further studies or employment | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Year  | 2014   | 2015  | 2016  | 2017  | 4-year average |  |      |      |      |      |      |                |  |       |       |       |       |       |
| % of students to further studies or employment  | 100.0  | 100.0 | 100.0 | 100.0 | 100.0          |  |      |      |      |      |      |                |  |       |       |       |       |       |



# 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*'?

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.

## Financial Performance and Position

### Financial performance and position commentary

Refer to Appendix 1 for commentary relating to the school's financial performance.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2017 |                     | Financial Position as at 31 December, 2017         |                  |
|---|---------------------|--|------------------|
| <b>Revenue</b>  | <b>Actual</b>       | <b>Funds Available</b>                             | <b>Actual</b>    |
| Student Resource Package  | \$10,847,016        | High Yield Investment Account                      | \$371,461        |
| Government Provided DET Grants  | \$1,576,992         | Official Account                                   | \$46,714         |
| Government Grants Commonwealth  | \$6,750             | Other Accounts                                     | \$300,000        |
| Revenue Other   | \$49,957            | <b>Total Funds Available</b>                       | <b>\$718,175</b> |
| Locally Raised Funds  | \$210,930           |  |                  |
| <b>Total Operating Revenue</b>  | <b>\$12,691,645</b> |  |                  |
| <b>Equity<sup>1</sup></b>   |                     |  |                  |
| Equity (Social Disadvantage)  | \$20,810            |  |                  |
| <b>Equity Total</b>   | <b>\$20,810</b>     |  |                  |
| <b>Expenditure</b>  |                     | <b>Financial Commitments</b>                       |                  |
| Student Resource Package <sup>2</sup>   | \$10,761,260        | Operating Reserve                                  | \$228,896        |
| Books & Publications  | \$4,308             | Asset/Equipment Replacement < 12 months            | \$80,800         |
| Communication Costs   | \$14,174            | Maintenance - Buildings/Grounds incl SMS<12 months | \$100,000        |
| Consumables   | \$192,110           | Revenue Received in Advance                        | \$26,112         |
| Miscellaneous Expense <sup>3</sup>  | \$92,608            | School Based Programs                              | \$8,121          |
| Professional Development  | \$57,470            | Asset/Equipment Replacement > 12 months            | \$10,000         |
| Property and Equipment Services   | \$563,836           | Capital - Buildings/Grounds incl SMS>12 months     | \$100,000        |
| Salaries & Allowances <sup>4</sup>  | \$531,647           | Maintenance -Buildings/Grounds incl SMS>12 months  | \$164,246        |
| Trading & Fundraising   | \$10,676            | <b>Total Financial Commitments</b>                 | <b>\$718,175</b> |
| Travel & Subsistence  | \$26,380            |  |                  |
| Utilities   | \$66,554            |  |                  |
| <b>Total Operating Expenditure</b>  | <b>\$12,321,024</b> |  |                  |
| <b>Net Operating Surplus/-Deficit</b>   | <b>\$370,621</b>    |  |                  |
| <b>Asset Acquisitions</b>   | <b>\$22,860</b>     |  |                  |

- (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 05 March 2018 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.*



## **Appendix 1.**

### **Overview**

The school is navigating its way through the funding transition from ENQ levels to “age related ASD block funding” since 2007 due to be completed in 2019. To align the school with the current ASD funding model, the school has a transitional plan for a reduction of its staffing profile and a reduced cash budget to create a surplus of funds.

### **Extraordinary Revenue**

DET provided capital works funding for upgrade to secondary campus buildings and grounds.

### **Extraordinary Expenditure**

Additional expenditure for capital works at secondary campus to support the upgrade of facilities.

The introduction of an ESS position from Equity funds to support the program of Post school options.

The engagement of extra short-term ESS to support students with personalised learning plans and replacement of staff due to personal absence, through the school level payroll.

### **Attestation**

All funds received from DET or raised by the school have been expended. Commitments for 2018-2019 are held in reserve. We anticipate a further decrease in our level of funding next year due to the restructure of PSD funding for ASD schools in 2007. Preparations are continuing to build our surplus based on enrolment numbers predicated until 2019 whilst meeting our 2018 commitments.