

2018 Annual Report to The School Community



School Name: Bulleen Heights School (5099)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 11:09 AM 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 10:28 PM by Andrew Field (School
Council President)

About Our School

School context

Bulleen Heights School values are integrity, respect, high professional standards, care and support and consistency. The values underpin the delivery of a vision, which aims to achieve excellence both nationally and globally in educational service provision for students with Autism Spectrum Disorder (ASD). The values and vision of the school support our mission - to prepare students with Autism Spectrum Disorder to achieve the best outcomes from life's opportunities.

Bulleen Heights School specialises in the provision of education for students with Autism Spectrum Disorder and a severe language impairment. In 2018 the school enrolment was 285 students (274.6 FTE), between five and eighteen years of age. There were 29 students in dual enrolment with other schools. 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 2018 the total staff numbered 130.7 (FTE) – 63 (FTE) teachers and 67.7 (FTE) education support staff. 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 2018 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 20 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 evidence-based practice. The school aims to ensure effective teaching and learning and the provision of a safe learning environment where motivated and engaged staff instruct and assess students along a continuum of learning to achieve individual goals.

The four year school review was held in June 2018 to evaluate the success of the 2015-2018 Strategic Plan and inform future planning for the next Strategic Plan (2019-2022).

Framework for Improving Student Outcomes (FISO)

In 2018, Bulleen Heights School consolidated our focus on the 'Excellence in teaching and learning' improvement priority of FISO. The improvement initiatives focused on included - 'Building Practice Excellence' and 'Curriculum Planning and Assessment'.

Key improvement strategies to 'Build Practice Excellence' included (1) building school capacity for distributed leadership to ensure a whole school approach to effective assessment of student achievement, (2) documenting and embedding shared evidence-based teaching practice in personalised learning for all students, (3) consolidating the implementation of evidence - based approaches to teaching students with ASD and the School Wide - Positive Behaviour Support program, (4) enhancing a clear sense of community purpose where everyone works together to achieve common goals. Key improvement strategies to drive 'Curriculum Planning and Assessment' included (1) building staff capabilities to improve student achievement, targeting evidence-based teaching and learning for students with ASD and (2) reducing assessment variability between teachers in student achievement data.

Progress and Highlights for 2018 have focused on embedding evidence-based practice in both initiatives - 'Building Practice Excellence' and 'Curriculum Planning and Assessment'. A literacy needs analysis survey was researched and developed to determine teachers literacy knowledge and to ensure targeted professional learning, skill development and resourcing. All teachers now have access to a suite of assessment tools for reading and comprehension in the curriculum area of English. Targeted professional learning was provided for teacher's in the analysis of student's skills in decoding and comprehending text and scaffolding for developing reading comprehension. The curriculum professional learning team engaged in research and development of an app for non-verbal students to assess their reading comprehension levels. The school has purchased the SPA data management system to enable data collection, analysis of data and moderation of data by teachers in student progress. The school embarked on the first year of VCAL delivery to senior secondary students. The staff have researched and trialled an assessment tool for literacy and numeracy to prepare and plan for future

students who will continue their learning in the VCAL pathway. Extensive and progressive professional learning for staff was developed and delivered by professional learning teams in curriculum, eLearning and School Wide - Positive Behaviour Support. In response to the DET initiatives for improving student learning outcomes the school recruited four experienced teachers as learning specialists, two literacy leaders and two numeracy leaders.

Achievement

The school teaching staff collaborate in three key professional learning teams - curriculum, eLearning and SW-PBS. Teachers have worked together in designated collaborative teacher groups to achieve the Annual Implementation Plan goals and targets in literacy, numeracy and critical thinking. In 2018, the School Review determined that the school's strategies to engage students in learning were very effective. Evidence was gained from school leaders and teachers through discussion forums, examination of teacher planning documents, classroom observations and discussions with students and parents, to ensure a thorough understanding of student achievement across the curriculum at a whole school level.

The school's systems and processes for the collection and use of data and evidence to drive planning and teaching and learning has become more comprehensive, particularly in literacy and numeracy. Whole school professional learning has focused on assessment and work was undertaken within collaborative teaching teams to build data literacy. There has been an improvement in teacher understanding of how to use data and evidence and how it can be used effectively to enhance student learning.

Literacy and numeracy data gathered in 2018 has enabled the teachers to identify important characteristics of individual, class and cohort student progress and plan for explicit teaching of goals and targets to achieve optimal learning outcomes.

Future directions in the next Strategic Plan (2019-2022) include improving the learning growth and achievements of all students in reading, number and algebra. Strategies to support these goals will include further capacity development by 'building practice excellence' and a focus on the deepening of teacher understanding and use of 'evidence based high impact teaching strategies'.

Engagement

Bulleen Heights School has a Bring Your Own Device (BYOD) program. The program was initiated in 2017 for Foundation, Year 7 and 8 classes, VCAL students and students who use the Proloqio2Go app as a communication aid. In 2018 the number of students participating in the program was 146. Students without a device were able to access one of the school's devices. The school used a wide selection of apps to engage students and support personalised learning including Choiceworks, Mathletics, Book Creator, Explain Everything, Brain Pop, iMovie and Seesaw.

The Information Communication Technology (ICT) team worked in collaboration with the SW-PBS team to include ICT elements into the matrix of key teaching expectations across campuses. Photos and videos of student interactions were shared with parents and the community by posting on the See Saw app, Sharepoint, the school website and in the newsletter on COMPASS. The use of digital technology played a significant part in engaging students in stimulating learning.

Professional learning was provided for staff to build knowledge, expertise and a consistent approach in Digital Technologies and School Wide -Positive Behaviour Support principles. These will continue to be a focus into the future.

Inclusion Programs in two local primary schools included small groups of students joining in classroom activities for a partial or full day, working in classroom activities and the kitchen garden program with a buddy. Secondary students participated in design technology classes. In 2018 there were 29 students on dual enrolment placement across 20 DET and Catholic primary schools. The school achieved the aim of promoting and supporting inclusive learning in mainstream settings.

The School Review identified that learning was personalised for every student at Bulleen Heights School. Also evident was differentiated planning in teacher documentation and differentiated teaching and learning providing a broad range of experiences for students.

In 2018 students with disability were invited to complete an attitudes to school survey. The outcome of this data

lead to a focus on how as a school, we can improve the 'stimulated learning environment' and 'school connectedness' by including key strategies within the School Strategic Plan (2019-2022) and Annual Implementation Plan in 2019. Student non-attendance was an area for continuing focus. All students have an individualised learning plan and meeting the needs of each student to ensure that their ASD learning needs are supported in a safe and secure learning environment is a high priority for the school. Future strategies to support the engagement of students in their learning at school will include deepening teacher knowledge of the school's continuum of learning to ensure personalised learning for every student and strengthening staff and student effective use of digital technologies.

Wellbeing

In 2018, the School Wide Positive Behaviour Support (SW-PBS) framework was consistently evident in learning environments throughout the school, with language and behaviours embedded by staff and students in their communication and interactions.

The SW-PBS professional learning team researched and developed strategies to enhance a clear sense of community purpose where everyone worked together to achieve common goals. The principles of Positive Behaviour Support which support the ASD and learning needs of the students were promoted in the school environment, as well as in the broader community via the newsletter and website. Students were recognised for their exemplary demonstration of the principles in the classroom and other school activities.

The parents were invited to attend the secondary assembly each week where SW-PBS awards were presented to students for demonstrating the principles of SW-PBS.

The primary school held a formal awards presentation which was attended by families.

Data to demonstrate the success of the implementation of SW-PBS over the past year at each campus and across the whole school indicated the continuing upward trend of community engagement and improvement.

The SW-PBS principles will continue to be implemented during the 2019 Annual Implementation Plan with the aim of achieving Bronze status.

Financial performance and position

The school is navigating its way towards the end of 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 staffing profile focused on student needs and a reduced cash budget to create a surplus of funds.

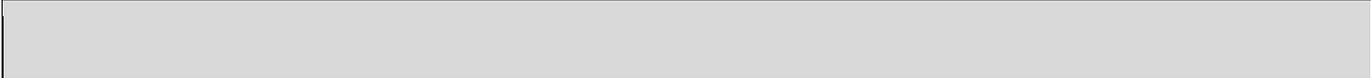
Extraordinary Revenue included the following: (1) Community Grant for upgrading laptops and audio visual devices in the Secondary campus, (2) Donated funds from Service club towards our grounds plan of shade sails installations, (3) Commonwealth Funding for sport in schools program to enhancements to our Physical Education curriculum and students individual learning plans.

Extraordinary Expenditure included the following: (1) Additional expenditure from the capital works funding provided by DET in 2017 to complete facility and grounds works at both campuses, (2) An education support staff position from Equity funds to support the program of Post school options is ongoing to transition our graduating students each year, (3) The engagement of extra short-term education support staff 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 2019-2020 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 2020 whilst meeting our 2019 commitments.

For more detailed information regarding our school please visit our website at
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: 

School Profile

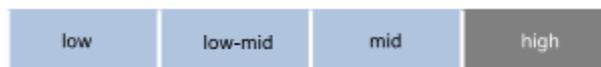
Enrolment Profile

A total of 275 students were enrolled at this school in 2018, 44 female and 231 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="523 360 1401 824"> <h3>Results: English</h3> <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>12%</td></tr> <tr><td>D</td><td>13%</td></tr> <tr><td>0.5</td><td>6%</td></tr> <tr><td>F - F.5</td><td>17%</td></tr> <tr><td>1 - 1.5</td><td>18%</td></tr> <tr><td>2 - 2.5</td><td>12%</td></tr> <tr><td>3 - 3.5</td><td>3%</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>0.5%</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>0.1%</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> <div data-bbox="523 860 1401 1368"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>8%</td></tr> <tr><td>B</td><td>9%</td></tr> <tr><td>C</td><td>9%</td></tr> <tr><td>D</td><td>11%</td></tr> <tr><td>0.5</td><td>4%</td></tr> <tr><td>F - F.5</td><td>17%</td></tr> <tr><td>1 - 1.5</td><td>17%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>8%</td></tr> <tr><td>4 - 4.5</td><td>3%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>0.5%</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>0.1%</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	12%	D	13%	0.5	6%	F - F.5	17%	1 - 1.5	18%	2 - 2.5	12%	3 - 3.5	3%	4 - 4.5	1%	5 - 5.5	0.5%	6 - 6.5	0.5%	7 - 7.5	0.2%	8 - 8.5	0.1%	9 - 9.5	0.1%	10 - 10.5	0.1%	11 - 11.5	0.1%	NA	0%	Level	Percentage	A	8%	B	9%	C	9%	D	11%	0.5	4%	F - F.5	17%	1 - 1.5	17%	2 - 2.5	10%	3 - 3.5	8%	4 - 4.5	3%	5 - 5.5	1%	6 - 6.5	0.5%	7 - 7.5	0.2%	8 - 8.5	0.1%	9 - 9.5	0.1%	10 - 10.5	0.1%	11 - 11.5	0.1%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>20.3</td> <td>20.0</td> <td>21.0</td> <td>22.8</td> <td>21.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	20.3	20.0	21.0	22.8	21.0
Year	2015	2016	2017	2018	4-year average								
Average absence days	20.3	20.0	21.0	22.8	21.0								
<p>Exit destinations</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>2015</th> <th>2016</th> <th>2017</th> <th>2018</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	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0								

Financial Performance and Position

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

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

Revenue	Actual
Student Resource Package	\$11,563,357
Government Provided DET Grants	\$942,477
Government Grants Commonwealth	\$14,200
Revenue Other	\$42,988
Locally Raised Funds	\$222,891
Total Operating Revenue	\$12,785,913

Equity ¹	
Equity (Social Disadvantage)	\$21,613
Equity Total	\$21,613

Expenditure	
Student Resource Package ²	\$11,312,199
Books & Publications	\$4,005
Communication Costs	\$8,692
Consumables	\$201,291
Miscellaneous Expense ³	\$189,631
Professional Development	\$63,411
Property and Equipment Services	\$475,953
Salaries & Allowances ⁴	\$445,596
Trading & Fundraising	\$11,829
Travel & Subsistence	\$26,431
Utilities	\$88,829

Total Operating Expenditure	\$12,827,868
Net Operating Surplus/-Deficit	(\$41,955)
Asset Acquisitions	\$15,875

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$97,465
Official Account	\$35,527
Other Accounts	\$300,000
Total Funds Available	\$432,992

Financial Commitments	
Operating Reserve	\$219,038
Other Recurrent Expenditure	(\$3,332)
Funds Received in Advance	\$34,995
Funds for Committees/Shared Arrangements	\$18,458
Asset/Equipment Replacement < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$153,000
Total Financial Commitments	\$472,159

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement

Student achievements in :

- English and Mathematics

Engagement

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

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

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

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

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

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.