**2019 Annual Report to**

**The School Community

School Name: Bulleen Heights School (5099)**

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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 2019 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*.
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| Attested on 30 April 2020 at 01:42 AM by Susan Merjan (Principal) |

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| The 2019 Annual Report to the school community:* has been tabled and endorsed at a meeting of the school council
* will be publicly shared with the school community.
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| Attested on 30 April 2020 at 09:25 AM by Andrew Field (School Council President) |

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**About Our School**

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| 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 2019 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 2019 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 2019 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 school started implementation of the new Strategic Plan (2019-2022) in 2019. This plan provides the goals, targets and strategies to achieve successful school and student outcomes over the four year period. |
| Framework for Improving Student Outcomes (FISO) |
| In 2019, 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 2019 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 school achieved satisfactory results for the first cohort 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 School Wide-Positive Behaviour Support. Teachers have worked together in designated collaborative teacher groups to achieve the 2019 Annual Implementation Plan goals and targets in literacy, numeracy and critical thinking. Reading goals in the 2019 Annual Implementation Plan have been met, with increases in the number of students improving reading skills at targeted levels. Number and algebra goals have also been met with an increase in student achievement in targeted levels and an overall positive shift in number and algebra achievement across the school. The school has made a significant commitment to improving student critical thinking through a strategic plan in digital technologies learning. The development of critical thinking skills achievements have been identified in 2019 Annual Implementation Plan targets related to STEAM learning, creation task (engineering), observation task (science) and the development of structured teaching programs in Makerspace classrooms. Resources, including funding and specialist technology staff have supported the achievement of identified targets.The school’s systems and processes for the collection and use of data and evidence to drive planning in 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 2019 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 literacy, numeracy and critical thinking. 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 2019 the number of students participating in the program was 184. 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 School Wide - Positive Behaviour Support 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 one local primary school 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 2019 there were 26 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 2019 students with a 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 2020. 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 Autism Spectrum Disorder 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.The school has developed strategies to improve communication with parents regarding the connection between student engagement, diverse programs and academic standards. The 2019 Annual Implementation Plan targeted several areas for improvement. The parent survey data indicated improvement in 'promoting positive behaviour', a significant improvement in 'academic standards at this school provide adequate challenge for my child' and 'general satisfaction' continues to be identified as of a high standard. |
| Wellbeing |
| In 2019, the School Wide Positive Behaviour Support (SW-PBS) principles were consistently evident in learning environments throughout the school, with language and behaviours embedded by staff and students in their communication and interactions. The school was involved in regular assessments during the year to meet strict criteria and was successful in achieving the Bronze Award in 2019.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 SW-PBS team incorporated into the yearly plan to involve parents in the implementation of the SW-PBS more broadly in the school community. The parents were invited to attend the secondary campus assembly each week where SW-PBS awards were presented to students for demonstrating the principles of SW-PBS.The primary campus held a formal awards presentation which was attended by many 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 2020 Annual Implementation Plan. The improvement schedule will involve working towards a silver award in the future. |
| Financial performance and position |
| In 2019, the school transition, introduced in 2007 to an 'age related ASD block funding model' was finalised.Extraordinary Revenue included the following: (1) Maintenance Blitz Funding for Safety switches, Grounds Allowance, Bush Fire Preparedness and Annual Contracts and Essential Safety Measures. (2) 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 2019 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. (4) Purchase of a People Mover vehicle to upgrade our aging fleet. Attestation:All funds received from DET or raised by the school have been expended. Commitments for 2020-2021 are held in reserve. Preparations are continuing to build our surplus based on enrolment numbers predicated until 2021 whilst meeting our 2020 commitments. |
| **For more detailed information regarding our school please visit our website at** [**http://bulleenheights.vic.edu.au**](http://bulleenheights.vic.edu.au) |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 279 students were enrolled at this school in 2019, 42 female and 237 male.14 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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. |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students working at each Standard in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| **Performance Summary** |

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| Engagement |

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| Student Outcomes |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning.  |

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| **Year** | **2016** | **2017** | **2018** | **2019** | **4-year average** |
| Average absence days | 20.0 | 21.0 | 22.8 | 25.9 | 22.4 |

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| Exit destinationsPercentage of students going on to further studies or full-time employment.Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'. |

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| **Year** | **2016** | **2017** | **2018** | **2019** | **4-year average** |
| % of students to further studies or employment | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

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| --- |
| **Financial Performance and Position** |

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

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2019 |

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|  |
| --- |
| Financial Position as at 31 December, 2019 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |
| --- |
| **Revenue** |

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|  |
| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $321,215 |
| Official Account | $88,564 |
| Other Accounts | $0 |
| **Total Funds Available** | **$409,778** |

 |  |  |
|  |  |  |

|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $12,160,995 |

 |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Government Provided DET Grants | $1,269,052 |
| Government Grants Commonwealth | $6,900 |
| Revenue Other | $74,505 |
| Locally Raised Funds | $229,460 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

 |  |  |  |

|  |
| --- |
| **$13,740,911** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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| --- |
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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $27,238 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Equity Total** |

 |  |

|  |
| --- |
| **$27,238** |

 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Expenditure** |

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| --- |
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|  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $215,824 |
| Funds Received in Advance | $23,209 |
| Funds for Committees/Shared Arrangements | $5,500 |
| Asset/Equipment Replacement < 12 months | $100,000 |
| Capital - Buildings/Grounds < 12 months | $47,000 |
| Maintenance - Buildings/Grounds < 12 months | $22,000 |
| **Total Financial Commitments** | **$413,534** |

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| Student Resource Package² |

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| $11,991,512 |

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| Books & Publications | $2,865 |
| Communication Costs | $9,087 |
| Consumables | $195,911 |
| Miscellaneous Expense³ | $150,563 |
| Professional Development | $69,229 |
| Property and Equipment Services | $391,140 |
| Salaries & Allowances⁴ | $583,242 |
| Trading & Fundraising | $14,232 |
| Travel & Subsistence | $2,880 |
| Utilities | $82,172 |

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| **Total Operating Expenditure** |

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| **$13,492,832** |

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| **Net Operating Surplus/-Deficit** |

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| **$248,079** |

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| **Asset Acquisitions** |

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| **$99,034** |

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| (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 26 February 2020 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. |

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| *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.* |

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| How to read the Annual Report |

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| **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)
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| **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. |

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