**2021 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 2021 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 27 April 2022 at 07:58 PM by Susan Merjan (Principal) |  |  | | --- | | * This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 27 April 2022 at 09:14 PM by Andrew Field (School Council President) | |  |

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum

**Engagement**

Student attendance and engagement at school, including:

* how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Towards Foundation Level Victorian Curriculum’*?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs

‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

**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 specializes in the provision of education for students with Autism Spectrum Disorder and a severe language impairment. In 2021 the school enrolment was 265 students (253 FTE), between five and eighteen years of age. There were 21 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 2021 the total staff numbered 132.3 (FTE) – 62.2 (FTE) teachers and 70.1 (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 2021 with the primary aged students at Pleasant Road, Bulleen, serviced by 22 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 was supported by two leading teachers and one leading teacher in ICT coaching and one leading teacher supports both campuses in curriculum and assessment. Each class is supported by a minimum of one teacher and one education support staff. Classes with complex needs may be supported with more than one teacher and education support staff. Specialist teaching curriculum areas included Health and Physical Education, Visual Arts and Performing Arts.  A multi-disciplinary team of a psychologist, speech therapists and occupational therapists provide additional therpay and educational service to the students. They work in a team environment with classroom staff. Providing small class sizes, balancing academic 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 ensured 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 continued the implementation of the School Strategic Plan (2019-2022) in 2021. 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) |
| For 2021, Bulleen Heights School had prepared to consolidate 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'.  Due to the COVID-19 pandemic, the teaching and learning program and key school improvement strategies for terms 1, 3 and 4 were interrupted due to the remote learning which was initiated for those children who did not attend school. Some students attended as they were children of frontline workers or due to their vulnerable circumstances. Bulleen Heights School continued to provide quality learning opportunities to students throughout the remote learning during this time and with the return to face to face teaching in term 4. The focus was on supporting students and staff through the remote learning phase and return to a safe and secure school and learning environment in term 4.  The 2021 Annual Implementation Plan (A.I.P.) key improvement strategies (KIS) included: 'Build Practice Excellence' (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 (KIS) 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. Whilst the momentum of the implementation of these KIS was affected by the pandemic, the targeted focus on achieving student outcomes in literacy and numeracy saw an increase in student progress. The introduction of the Tutor Learning Initiaive enabled the school to provide extra teaching support in literacy with a specific focus on decoding in reading. There was a reduced number of staff and parents who completed the school opinion surveys in 2021, however the data available still provided effective feedback for the school.  The VCAL students were able to continue with their VCAL units during remote learning, and students were able to continue their VCAL units and the Certificate 11 in Hospitality. Extensive professional learning for staff on the School Wide - Positive Behaviour Support team (Universal Prevention B) was continued where possible during the year as the school progressed towards the silver award. In response to the DET initiatives for improving student learning outcomes the learning specialists, literacy and numeracy leaders had reduced ability to implement plans as per the A.I.P. The school has made adjustments for their goals to be implemented in 2022. |
| Achievement |
| The school teaching staff collaborate in three key professional learning teams - curriculum, eLearning and School Wide-Positive Behaviour Support. Teachers worked together in designated collaborative teacher groups in term 1 and 2 to implement the 2021 Annual Implementation Plan goals and targets in literacy and numeracy data analysis. Due to the pandemic, this collaboration was difficult to sustain during remote learning. The aim is to reintroduce elements from 2021 into the 2022 A.I.P.  During remote learning staff designed work packs to send home to students which provided general information to support families at the beginning of the remote and flexible learning phase as well as key contact support services should they wish to contact external support services.  Teachers ensured that all students would have access to teaching and learning activities / tasks / projects that were appropriate, achievable and accessible with any necessary support materials required being provided to assist the parents with implementing the learning in the home setting. Student work packs were differentiated for student learning needs and included sufficient content, incorporating hands on and reusable activities within the learning pack. The use of a remote learning pack was the best method for the student / parents to communicate with teachers about the learning program; a set template for many classes was used and this received good feedback from parents.  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 was identified in the 2021 Annual Implementation Plan with targets related to STEAM learning, creation task (engineering), observation task (science) and the development of structured teaching programs in Makerspace classrooms. Unfortunately many of these targets could not be achieved as the Makerspace could not be accessed by remote learning. However, other digital technology was introduced for remote learning and this has contributed to an increase in skill development and appropriate use of technology to access learning, as designed by ICT teachers and classroom teacher collaborating to make remote learning as successful as possible. Resources, including funding and specialist technology staff supported the achievement of the school's remote learning strategies.  Literacy and numeracy data gathered in term 4 2021 has enabled the teachers to identify important characteristics of individual student progress and plan for explicit teaching of goals to achieve optimised learning outcomes in 2022. The implementation of the Tutor Learning Initiative with a focus on decoding in reading has supported the classroom teaching program and student progress has been significant.  Future directions in the School Strategic Plan (2019-2022) include improving the learning growth and achievements of all students in literacy, numeracy and critical thinking. The teaching of literacy and numeracy will continue to be a focus in the 2022 Annual Implementation Plan. |
| Engagement |
| Bulleen Heights School has a Bring Your Own Device (BYOD) program. In 2021, all students became part of the program as remote learning was implemented. Students without a device were able to access one of the school’s devices. The school uses a wide selection of apps to engage students and support personalised learning including Choiceworks, Mathletics, Book Creator, Explain Everything, Brain Pop, iMovie and Seesaw. While there was some disruption to the digital learning program due to the pandemic, the need for remote learning in term 1, 3 and 4 also enabled the use of new and innovative teaching and learning with associated skill and knowledge development for staff, students and parents.  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 plays a significant part in engaging students in stimulating learning.  The challenge in developing and delivering personalised learning during the remote learning periods in a specialist school was one administration and staff refined throughout 2021. The additional skills developed by staff and families around the use of digital technology to deliver and participate in connections between home and school was accelerated over the course of the year.   There were some critical factors which assisted with the success of the remote learning program: weekly Webex meetings allowing time to share updates, functional approaches to the online delivery of teaching, ongoing collaborative practices and troubleshooting issues as and when they arose - this encouraged more specific collaborations to take place beyond scheduled meets and staff continued to upskill each other and share resources throughout the process; shared drives were set up and organised by subject for teachers to continue to share digital resources and teaching tools; best practice was shared between staff and where possible a consistent approach meant families and students felt fairly treated and provided positive feeback regarding our efforts.  Professional learning was provided for staff to build knowledge, expertise and a consistent approach in Digital Technologies and School Wide - Positive Behaviour Support principles.  Teachers and Education Support Staff engaged in free online Professional Development opportunities and maximised the use of technologies and resources available to the school community. These will continue to be a focus into the future.  In 2021, student non-attendance or non-participation during remote learning continued to be was an area of focus for leadership and teaching staff. All students had an individualised learning plan and meeting the needs of each student to ensure that their Autism Spectrum Disorder learning needs were supported in a safe and secure learning environment was a high priority for the school. Future strategies to support the engagement of all 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 2021 Annual Implementation Plan targeted several areas for improvement. The parent school opinion survey was sent to families, however fewer reponses were received than would be usually expected, due to the pandemic.   During term 1 and 2, 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. These inclusive learning opportunities could not continue during semester 2 due to remote learning. |
| Wellbeing |
| School Wide - Positive Behaviour Support (SWPBS) goals in the 2021 A.I.P. were actioned by the professional learning team. The focus was to enhance a clear sense of community purpose where everyone worked together to achieve common goals. The principles of Positive Behaviour Support which supports the ASD and individual 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 2021 A.I.P. the involvement of parents in the implementation of the SW-PBS more broadly in the school community. Due to the pandemic regular activities were not able to be carried out during semester 2 2021, eg secondary assemblies and primary awards presentations which are usually well attended by families. The SW-PBS principles will continue to be implemented during the 2022 Annual Implementation Plan. The improvement schedule will include working towards the achievement of a silver award.  To accomodate for the wellbeing of the school community, a great effort was made by the school to support everyone in their individual circumstances. These efforts included: staff were able to work from home for remote learning and rostered onto school attendance for vulnerable students ,children of essential workers and students who were not able to access learning at home during lockdown; Education Support Staff came into school to collect work to complete at home, and many completed online learning tasks in OHS, Student Mental Health, Positive Behaviour Support, and other ASD related courses; all staff were assigned a direct contact person from the leadership team; consistent communication with staff regarding the latest DET updates via email and / or SharePoint system; a detailed plan was developed to ensure communication / check-ins was maintained at all levels; resources for staff and parents were sent or emailed on psychological wellbeing and strategies to manage anxiety around coping with COVID-19; regular emails were sent to staff by leadership on maintaining positive health and wellbeing; acknowledgement of their work in teaching and learning and supporting one another during the difficult period. Regular contact was made with families up to three times per week; wellbeing activities were prepared for students; three points of contact were established with the students and their family to maintain presence; opportunities for students and families to share their successes and communicate their needs.  Staff continued to use WebEx to communicate with families and each other. This was completed promptly and effectively. Some other ways we engaged with parents, was through newsletter, special ‘stand-alone’ activities or articles sent through Compass. The school ensured that staff, students and parents felt supported with how they were managing, during the remote learning and on return to school in mid-term 4 2021. A priority goal for the school in 2022 will ensure that critical factors are considered to engage with the school community members so that individual well being interests are addressed and met. |
| Finance performance and position |
| Extraordinary Revenue included the following: (1) 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) 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, (2)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 2022-2023 are held in reserve. Due to Covid -19 lockdowns, staff absences were markedly reduced, thereby increasing the surplus. The school is managing declining enrolment trends, due to large cohorts exiting at year 12 and reducing Foundation enrolments. |
| **For more detailed information regarding our school please visit our website at** [**For more detailed information regarding our school please visit our website at www.bulleenheights.vic.edu.au**](file:///C:\Users\02008990\Downloads\For) |

Performance Summary

The Performance Summary for government schools 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.

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 256 students were enrolled at this school in 2021, 34 female and 222 male.

12 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 79.0% |
| State average (specialist schools): | 85.2% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

|  |  |
| --- | --- |
| **School Climate** | Latest year (2021) |
| School percent endorsement: | 60.4% |
| State average (specialist schools): | 64.9% |

ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

**English**

|  |  |
| --- | --- |
| Achievement Level | Latest year (2021) |
| A | 4.1% |
| B | 7.1% |
| C | 10.0% |
| D | 14.7% |
| 0.5 | 6.3% |
| F to F.5 | 15.8% |
| 1 to 1.5 | 15.6% |
| 2 to 2.5 | 12.8% |
| 3 to 3.5 | 6.8% |
| 4 to 4.5 | 3.2% |
| 5 to 5.5 | 2.8% |
| 6 to 6.5 | 0.6% |
| 7 to 7.5 | NDA |
| 8 to 8.5 | NDA |
| 9 to 9.5 | NDA |
| 10 to 10.5 | NDA |
| 11 to 11.5 | NDA |
| NA | NDA |

**Mathematics**

|  |  |
| --- | --- |
| Achievement Level | Latest year (2021) |
| A | 4.7% |
| B | 8.7% |
| C | 10.7% |
| D | 10.8% |
| 0.5 | 4.3% |
| F to F.5 | 16.9% |
| 1 to 1.5 | 20.6% |
| 2 to 2.5 | 11.4% |
| 3 to 3.5 | 5.9% |
| 4 to 4.5 | 2.8% |
| 5 to 5.5 | 2.7% |
| 6 to 6.5 | 0.4% |
| 7 to 7.5 | NDA |
| 8 to 8.5 | NDA |
| 9 to 9.5 | NDA |
| 10 to 10.5 | NDA |
| 11 to 11.5 | NDA |
| NA | NDA |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 and 2021 may have been influenced by COVID-19.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Absence** | 2018 | 2019 | 2020 | 2021 | 4-year average |
| School average number of absence days: | 22.9 | 25.7 | 19.7 | 19.0 | 21.9 |

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Exits** | 2018 | 2019 | 2020 | 2021 | 4-year average |
| School percent of students with positive destinations: | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $12,438,030 |
| Government Provided DET Grants | $822,699 |
| Government Grants Commonwealth | $6,600 |
| Government Grants State | $0 |
| Revenue Other | $100,212 |
| Locally Raised Funds | $148,209 |
| Capital Grants | $0 |
| Total Operating Revenue | **$13,515,751** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $34,848 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$34,848** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $12,053,541 |
| Adjustments | $0 |
| Books & Publications | $3,392 |
| Camps/Excursions/Activities | $16,289 |
| Communication Costs | $7,453 |
| Consumables | $140,316 |
| Miscellaneous Expense 3 | $57,594 |
| Professional Development | $21,027 |
| Equipment/Maintenance/Hire | $57,504 |
| Property Services | $217,394 |
| Salaries & Allowances 4 | $308,687 |
| Support Services | $61,511 |
| Trading & Fundraising | $6,499 |
| Motor Vehicle Expenses | $14,084 |
| Travel & Subsistence | $131 |
| Utilities | $65,185 |
| Total Operating Expenditure | **$13,030,608** |
| Net Operating Surplus/-Deficit | **$485,143** |
| Asset Acquisitions | **$75,872** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 25 Feb 2022 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $358,161 |
| Official Account | $95,411 |
| Other Accounts | $0 |
| Total Funds Available | **$453,572** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $134,839 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $80,240 |
| School Based Programs | $34,907 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $60,000 |
| Capital - Buildings/Grounds < 12 months | $75,000 |
| Maintenance - Buildings/Grounds < 12 months | $30,000 |
| Asset/Equipment Replacement > 12 months | $38,586 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$453,572** |

*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.*