2025 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 (VIT)
- 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 Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 19 March 2026 at 08:15 AM by Susan Merjan (Principal)

- As executive officer of the school council, I attest that this 2025 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 19 March 2026 at 08:16 AM by Susan Merjan (Principal)

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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
    - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
    - school staff responses to the School Climate area of the School Staff Survey
- Learning
    - English for Teacher Judgements against the curriculum
    - Mathematics for Teacher Judgements against the curriculum
- Engagement
    - how many exiting students go on to further studies or full-time work
    - average absence days per student
    - student attendance rate

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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

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 2025, the school enrolment was 283 students (273.4 FTE), between five and eighteen years of age. There were 15 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 2025, the total staff numbered 132 (FTE) – 58 (FTE) teachers and 74 (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 with the primary aged students at Pleasant Road, Bulleen, serviced by 23 classrooms and the secondary aged students at Manningham Road, Lower Templestowe, serviced by 13 classrooms. Principal class officers include one principal and two assistant principals. Each campus was supported by two leading teachers (curriculum) and one leading teacher supports both campuses in curriculum development 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 STEAM. The school demonstrates a commitment to Applied Behaviour Analysis (ABA) style of teaching, with teachers and education support staff in the lower primary school trained in the delivery of individualized programs. A team of eight therapists support the ABA coordinator and a coordinator was responsible for the ABA curriculum. A multi-disciplinary team of a psychologist, five speech therapists and five occupational therapists provide additional therapy, educational service and support to the students and school community. The therapists work in a team environment with classroom staff. The secpndary campus was supported by 0.6 Mental Health Practitioner. The school provided small class sizes, balancing academic learning with life skills catering for individual student need. Specialist teaching and multi-disciplinary staff complimenting classroom staff were 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. In 2025, the school continued with the implementation of the 2023-2026 School Strategic Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the Annual Implementation Plan for Bulleen Heights School continued to focus on literacy and numeracy as a high priority in teaching and learning. The English reading and viewing goal for students achieving at Level D or above in Individual Learning Plans maintained at 99.25%. For student reading outcomes in PM Benchmark, the % of students achieving Levels 29 to 30 was 22.2%**.**The Mathematics goal for students maintained a focus on achievment at levels 1 - 2 in number and algebra. The overall % of students achieving Levels 1 to 2.5 was 26.95% and Levels 3+ was 14.84%**.** The school curriculum teams have strategic elements in their yearly plans to develop staff capacity, achieving improved levels of knowledge and skills within the teaching staff. The alignment of key targets in the 2025 Annual Implementation Plan supported the collaboration and inter-connected nature of these staff teams and the professional learning opportunities provided to staff. The staff continued to strive to improve their knowledge and skills in the use of assessment tools, the analysis of this data and how this provides important information towards the development of student learning goals which are achievable. Improvement in student learning outcomes was supported by the Learning Specialist team who developed professional learning for teachers in the High Impact Teaching Strategies (HITS) and provided relevant feedback on the use of these strategies through peer observation opportunities for all teachers. Teachers have received in-depth professional learnng in eight of the HITS. A peer observation methodology was presented to teachers to assist with implementation of effective peer observations. The focus of the professional development was on disseminating information about the observation methodology and process to complete peer observations during 2025. Staff shortages had some impact on the frequency of peer observations by teachers, however with strategic operational decisions we were able to achieve peer obsevations of all teachers by Learning Specialists throughout the year. Using an inquiry approach, teachers participated in a range of theory and collaborative tasks with reference to the Victorian Curriculum 2.0, while investigating direct links to our specific setting, students with autism and what is best practice for our school. The Framework for Improving Student Outcomes 2 (FISO 2) includes five core elements in its continua of practice. The self-evaluation has identified the school is Embedding in the core elements of Teaching and Learning and Engagement, and Excelling in the core elements of Leadership, Assessment and Support and Resources.

Wellbeing

Bulleen Heights School applied for a Platinum Award in School Wide Positive Behaviour Support (SWPBS) for 2025 and was successful.The SWPBS philosophy aims to teach all students socially acceptable ways to behave and interact with others across the school environment using an agreed set of expectations. A SWPBS team was one of the professional learning teams meeting fortnightly. The team focuses on meeting the goals and targets on the 2023-2026 SSP and 2025 AIP to develop a program of collaborative professional learning and interactive workshops, to

sustain the consistent implementation of SWPBS principles across the school community. These principles and school expectations are relevant and accessible to all students. Teaching strategies and resources for staff are in constant development supporting evidence-based teaching practice in the classroom and throughout the school environment. Evidence of consistency in the use of SWPBS language and behaviours included students engaged in video modelling to demonstrate SWPBS behaviours for a range of learning experiences in different school environments. These were shared with parents and the school community, as well as photos on the See Saw app, Sharepoint, school website and school newsletter on COMPASS. School Wide Positive Behaviour Support (SWPBS) goals in the 2025 A.I.P. focused on the imlementation of Classroom Systems-Effective Teaching and Learning Practices.The principles of Positive Behaviour Support which support the Autism Spectrum Disorder community and individual learning needs of the students were promoted in the school environment, as well as in the broader community via the newsletter, website and onsite events. Students were recognized for their exemplary demonstration of the principles in the classroom and other school activities. A priority SWPBS goal for the school was to ensure the principles of SWPBS were targeted for engagement with the school community, so that individual wellbeing interests were supported. The improvement schedule included submission of evidence for the achievement of a Platinum Award. Promoting positive behaviour was identified in the Annual Implementation Plan as a priority for the school. Classroom teachers across both campuses have been engaging with the Respectful Relationships (RR) resources and delivering adapted Respectful Relationships lessons to their student cohorts. Explicit teaching guided by the Topics 7 and 8 of the curriculum continued to be a focus during the delivery of Respectful Relationships lessons in 2025. Sexual Health and Relationships Education (RSE) programs introduces curriculum topics with dedicated lesson plans and weekly classes for students. Links to the Victorian Curriculum 2.0, DET policies, Standards and Legislations provided the rationale behind the importance of RR curriculum delivery across the school. The role of Mental Health Practitioner in 2025 had an Art Therapy focus. Students received program support both in small groups and on an individual needs basis.

Engagement

Engagement with our school and broader community is a priority in the School Strategic Plan (2023-2026). The 2025 Annual Implementation Plan continued to rebuild the community partnerships and relationships with a range of stakeholders supporting the learning opportunities at the school. Supporitng our students and their families to achieve full-time attendance at school has been a significant focus for the leadership and teaching staff. In 2025, face-to-face Student Support Group Meetings, the swimming program, camps and excursions continued with careful planning, risk assessment and engagement. Offering parent forums and workshops on topics including BYOD and Victorian Curriculum, VPC curriculum and multi-disciplinary team information sessions were successful with our parent community. Student transitions are an important process for ASD students to develop successfully in unfamiliar environments and also transitioning vertically and horizontally within the school environment. The school was an active partner with community organizations and continually sought to develop and diversify the network of service providers and agencies that meet the needs of the students. Relationships with community organizations such as Collingwood Farm, Lions Club, Rotary, Coles, Nadrasca, Big W and Bunnings has enabled the work experience programs to continue accessing the community and to meet student learning goals and well-being support. At Bulleen Heights School, there was a focus on providing students the opportunity to self-advocate and work towards a point of independence

in aspects of their life. The multi-disciplinary team provided psychology, occupational therapy and speech therapy across school environments to support the learning outcomes of the students. Multi-modal language tools such as Picture Communication Symbols, Picture Exchange Communication System, Proloquo2go, written English, and Key Word Sign support the goals of student Individual Learning Plans. Bulleen Heights School continued to provide a 'Bring Your Own Device' environment, generating student voice through individualized programs and lessons, media/ICT broadcasts, and interest groups using iPads, Podcasts. The 2025 Annual Implementation Plan engagement factors were Stimulated Learning and School Connectedness. The average student absence days for all absence types was 36.7 days. The Framework for Improving Student Outcomes 2.0 has identified where the school is embedding in engagement practices: (1) strong relationships and active partnerships between schools and families/carers, communities, and organizations to strengthen students' participation and engagement in school (2) activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school. The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.

Other highlights from the school year

In 2025 Bulleen Heights School received funding equivalent to 1.0 teacher fraction to employ tutors for working with individual students to improve reading skills following COVID-19. Funding was used to employ two qualified teachers to deliver intensive instruction in the area of decoding of reading at both the Primary and Secondary campuses. Expectations were to provide intensive learning opportunities for students' reading improvement. The purpose of the instruction was to increase each student’s capacity to decode using a range of materials found at school and online and sourced from the school library. Analysis of PM Benchmark decoding data in 2024 was used to determine the targeted cohort of students for 205 tutuoring. As students achieved level 30 on the PM Benchmark they were exited from the program. The program provided 30-minute intensive decoding sessions and 10 minutes for recording student progress and discussing progress with the classroom teacher. The number of sessions students received was based on student’s point of need as demonstrated by their 6-month learning growth. Bulleen Heights School is an accredited school to teach VPC during years 11 and 12. In 2025, the programs consisted of school project-based learning and a Vocational Education and Training (VET) course taught by a Registered Training Organization (RTO). VPC at Bulleen Heights School provided students with the knowledge of employability skills in a supported school environment with a strong emphasis on literacy and numeracy. Over a two-year period (2024-2025), students accessed twelve project-based units of work, contributing to their work portfolio which was then assessed according to the VCAA guidelines. Each unit was hands-on and provided students with opportunities to work in groups with varying amounts of teacher support. In addition to the core units, students enrolled in the Certificate II in Baking and a Certificate in VETis at Box Hill TAFE. Year 11 student engaged in School Based Apprenticeships and Traineeships. Year 12 students participated in work related skills using community providers. In addition, students were introduced to basic skills in MS Word and Excel. Students not engaged in the VPC program continued their learning pathway with the Victorian Curriculum. All students were engaged in activities that aim to build independence and resilience, organization and planning skills necessary for future work, study opportunities and supported community activities beyond the school setting. Ongoing improvements to facilities and student learning areas has contin ued in 2025 with a new playground completed at the primary campus, increased usage of the new

Pavillion with its commercial kitchen facilities for student hospitality programs and landscaping upgrades to both campuses. The school was the Australian winner of the Dairy Australia 'Picasso Cow' award for .

Financial performance

Extraordinary Revenue included the following: (1) Commonwealth Funding for sport in schools program to provide enhancements to our Physical Education curriculum and students' Individual Learning Plan goals. Equity funding received by the school has supported teaching and learning programs improving literacy outcomes for students, resources and professional development for staff. Disability Inclusion Tier 2 funding has provided professional development for school- based staff and assigning staff to inclusion education duties. Schools mental health fund and menu supported Resilience, Rights and Respectful Relationships teaching resources and a focus on Schoolwide Positive Behaviour Support Tier 1. Extraordinary Expenditure included the following: The engagement of extra short-term teachers and education support staff to support students with personalized learning plans and replacement of staff due to personal absence, through the school level payroll. There have been significant challenges recruiting substantive and casual relief staff post COVID 19. Attestation: All funds received from DE raised by the school have been expended. Commitments for 2026-2027 are held in reserve.

For more detailed information regarding our school please visit our website at https://bulleenheights.vic.edu.au

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 2.0 (FISO 2.0).

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 273 students were enrolled at this school in 2025, 38 female and 235 male. 12% had English as an additional language and NDP 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**84.6%**
	Similar schools	88.2%
	State	86.9%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**59.1%**
	Similar schools	69.2%
	State	68.0%

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

		2025
A	School	3.4%
B	School	7.3%
C	School	8.1%
D	School	16.0%
0.5	School	7.7%
F-F.5	School	14.5%
1.0-1.5	School	16.3%
2.0-2.5	School	13.2%
3.0-3.5	School	6.5%
4.0-4.5	School	4.3%
5.0-5.5	School	1.6%
6.0-6.5	School	0.8%
7.0-7.5	School	0.1%
8.0-8.5	School	0.4%
9.0-9.5	School	0.0%
10.0-10.5	School	0.0%
11.0-11.5	School	0.0%
N/A	School	2.7%

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025
A	School	2.7%
B	School	9.0%
C	School	9.0%
D	School	9.8%
0.5	School	11.7%
F-F.5	School	15.2%

		2025
1.0-1.5	School	12.5%
2.0-2.5	School	13.3%
3.0-3.5	School	8.6%
4.0-4.5	School	4.3%
5.0-5.5	School	2.3%
6.0-6.5	School	0.4%
7.0-7.5	School	0.4%
8.0-8.5	School	0.4%
9.0-9.5	School	0.4%
10.0-10.5	School	0.0%
11.0-11.5	School	0.0%
N/A	School	2.7%

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**40.6%**	**27.4%**
	Similar schools	50.2%	49.6%
	State	81.5%	81.2%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Ungraded	**School**	**36.7**	**34.6**
	Similar schools	39.7	39.4
	State	40.0	39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Ungraded	**School**	**81.5%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$15,578,810
Government Provided DET Grants	$1,917,579
Government Grants Commonwealth	$12,250
Government Grants State	$0
Revenue Other	$53,980
Locally Raised Funds	$162,787
Capital Grants	$328,561
Total Operating Revenue	**$18,053,968**

Equity	Actual
Equity (Social Disadvantage)	$33,121
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$33,121**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$14,351,621
Adjustments	$0
Books & Publications	$1,740
Camps/Excursions/Activities	$67,131
Communication Costs	$6,593
Consumables	$185,818
Miscellaneous Expenses[2]	$88,970
Agency Staff	$37,246
Professional Development	$58,789
Equipment/Maintenance/Hire	$87,653
Property Services	$956,643
Salaries & Allowances[3]	$579,116
Support Services	$4,722

Expenditure	Actual
Trading & Fundraising	$2,389
Motor Vehicle Expenses	$18,848
Travel & Subsistence	$1,063
Utilities	$81,647
Total Operating Expenditure	**$16,529,987**
Net Operating Surplus/-Deficit	**$1,195,420**
Asset Acquisitions	**$301,652**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$452,461
Official Account	$146,872
Other Accounts	$0
Total Funds Available	**$599,333**

Financial Commitments	Actual
Operating Reserve	$363,061
Other Recurrent Expenditure	$6,411
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$236,272
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$605,743**

All funds received from the Department of Education, 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.