

2023 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 28 March 2024 at 03:09 PM by Susan Merjan (Principal)

- This 2023 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 28 March 2024 at 08:54 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 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
- 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

Learning

- 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).

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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023, the school enrolment was 236 students (228.8FTE), between five and eighteen years of age. There were 17 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 2023, the total staff numbered 129 (FTE) – 56 (FTE) teachers and 73 (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 19 classrooms and the secondary aged students at Manningham Road, Lower Templestowe, serviced by 17 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 is responsible for the ABA curriculum. A multi-disciplinary team of a psychologist, speech therapists and 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 school provided small class sizes, balanced academic learning with life skills catering for individual student need, specialist teaching and multi-disciplinary staff complimenting classroom 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 embarked on the implementation of the new School Strategic Plan (2023 - 2026) in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, 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 increased from 96.2 % to 99.25%. The student reading outcomes for PM Benchmark, at levels 29 - 30 increased from 13.6% to 14.6%. The Mathematics goal for students maintained a focus on achievement at levels 1 - 2 in number and algebra. Overall, there was a decrease of 5% in levels A-D, a decrease of 5% in Levels 1- 2.5; this cohort of 10% increased 7.5% in level 0.5 - F.5 and 2.5% in levels 3 - 8.5%.

The school curriculum teams have strategic elements in their yearly plans to develop staff capacity, by achieving improved levels of knowledge and skills within the teaching staff. The alignment of key targets in the Annual Implementation Plan supports the collaboration and interconnected nature of these staff teams and the professional learning opportunities provided to staff. The staff continue 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) of Worked Examples and Questioning. Teachers have received in-depth professional learning 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 2023. Staff shortages had some impact on the frequency of peer observations by teachers. Using an inquiry approach, teachers participated in a range of theory and collaborative tasks with reference to the Victorian Curriculum, 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

The School Wide Positive Behaviour Support (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 is one of the professional learning teams meeting fortnightly. The team focuses on meeting the goals and targets on the SSP and 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 2023 A.I.P. maintained a focus on a clear sense of community purpose where everyone worked together to achieve common goals. This plan highlighted targets in bullying prevention, well-being and family engagement in the use of positive behaviour principles and practice. 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 Gold Award. Promoting positive behaviour was identified in the Annual Implementation Plan as a priority for the school. Feedback received in the Parent survey indicated 88% positive response for the elements of; (1) This school has a consistent approach to promoting positive student behaviour, (2) teachers at this school model positive behaviour. 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 has continued to be a focus during the delivery of Respectful Relationships lessons in 2023. Sexual Health Victoria (SHV) trainers have attended to deliver Sexual Health and Relationships Education (RSE) programs alongside BHS teachers on the secondary campus, as a means of introducing curriculum topics and served as a professional coaching platform for five of the teachers on the secondary campus to provide ongoing education post-coaching. Sexual Health Victoria also delivered a whole school half-day Professional Learning to aid and develop the teachers' understanding of RR and RSE curricular continuums. In addition, teachers were shown what needs to be taught and when. Links to the Victorian Curriculum, DET policies, Standards and Legislations provided the rationale behind the importance of RR curriculum delivery across the school.

Engagement

Engagement

Engagement with our school and broader community is a priority in the School Strategic Plan (2023-2026). The 2023 Annual Implementation Plan continued to rebuild the community partnerships and relationships which were affected during the COVID -19 lockdowns. Supporting our students and their families to achieve full-time attendance at school has been a significant focus for the leadership and teaching staff. In 2023, face-to-face Student Support Group Meetings, the swimming program, camps and excursions continued with careful planning and support. The Fathering Project was introduced to the parents by the school psychologist and has gathered momentum in uptake. Offering parent forums and workshops on topics including BYOD 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 is an active partner with community organizations and continually seeks to develop and diversify the network of service providers and agencies that meet the needs of the students. Re-establishing pre COVID-19 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 to enable students to access the community and to meet learning goals and well-being support.

At Bulleen Heights School, there is 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 provides 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 2023 Annual Implementation Plan engagement factors were Stimulated Learning and School Connectedness. The Wellbeing Supplementary Report 2023 measures the school as embedding in 'sense of connectedness' with 88% positive endorsement and evolving in 'stimulated learning' with 73% positive endorsement. The average student absence days for all absence types was 28.4 days. The Framework for Improving Student Outcomes 2 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 2023 Bulleen Heights School received funding equivalent to 1.2 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 each both the Primary and Secondary campus. Expectations were to provide intensive learning opportunities for student 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 2022 was used to determine the targeted cohort of students. As students achieved level 30 on the PM Benchmark they were exited. 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 2023, 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 (2022-2023), 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 Victorian Curriculum. All students were engaged in activities that aim to build independence and resilience and organization and planning skills necessary for future work, study opportunities and supported community activities beyond the school setting.

The State Capital Works Program 2020-2021 Budget of \$9,150,000 provided funding for the refurbishment at the secondary campus of the Art/Craft building and building 1, 2 and 3, a multi-purpose pavilion, a bus loop and at the primary campus the renovation of student toilets, an outdoor learning space for four classrooms and five new classrooms. Following the endorsement of the project designs and tender process, the building works began in late 2022 and were completed December 2023.

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. 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 personalized learning plans and replacement of staff due to personal absence, through the school level payroll. There have been challenges recruiting substantive and casual relief staff post COVID 19. Attestation: All funds received from DET raised by the school have been expended. Commitments for 2024-2025 are held in reserve.

For more detailed information regarding our school please visit our website at
www.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 229 students were enrolled at this school in 2023, 30 female and 199 male.

14 percent of students had English as an additional language and NDP 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).

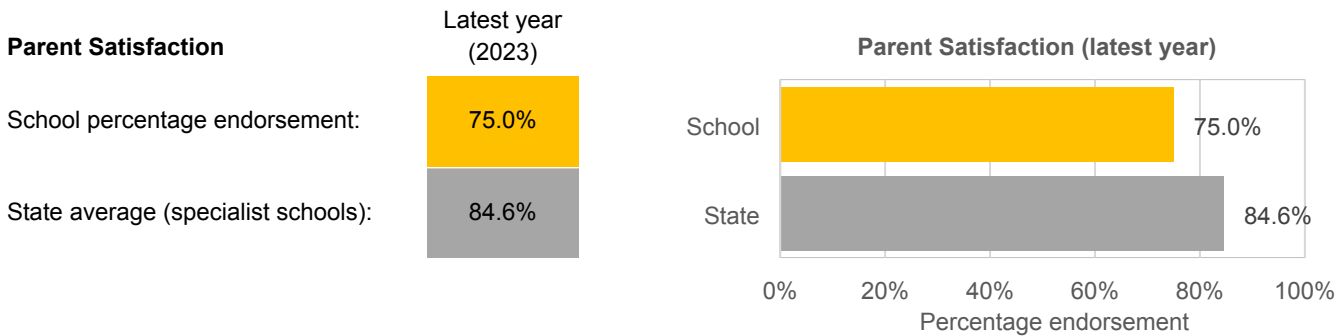
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

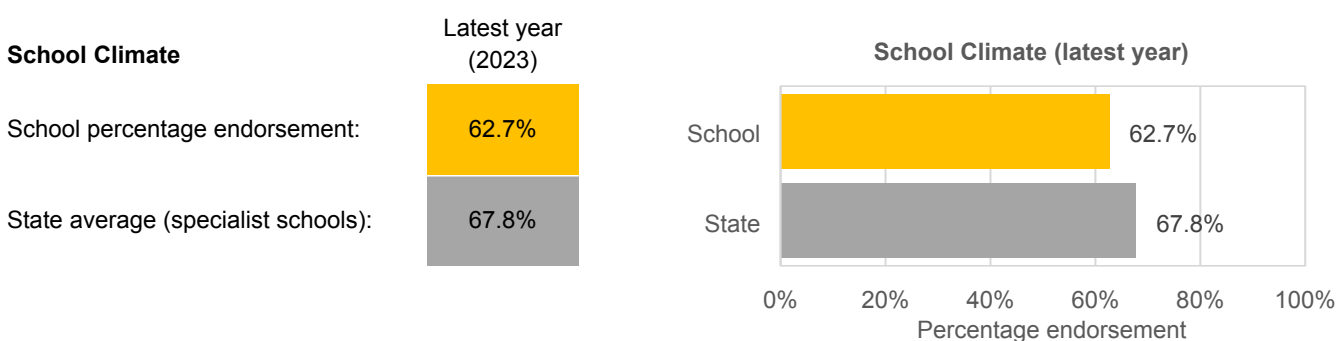


School Staff Survey

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.

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



LEARNING

Teacher Judgement of student achievement

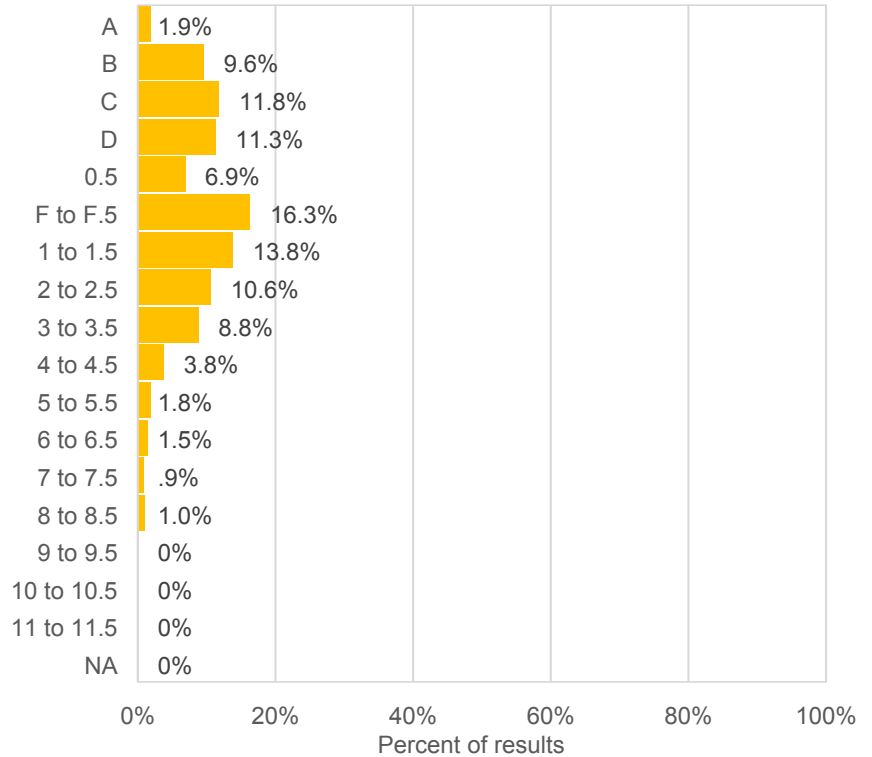
Percent of results at each achievement level in English and Mathematics.

English

Achievement Level	Latest year (2023)
A	1.9%
B	9.6%
C	11.8%
D	11.3%
0.5	6.9%
F to F.5	16.3%
1 to 1.5	13.8%
2 to 2.5	10.6%
3 to 3.5	8.8%
4 to 4.5	3.8%
5 to 5.5	1.8%
6 to 6.5	1.5%
7 to 7.5	0.9%
8 to 8.5	1.0%
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Achievement Level

English (Latest year)

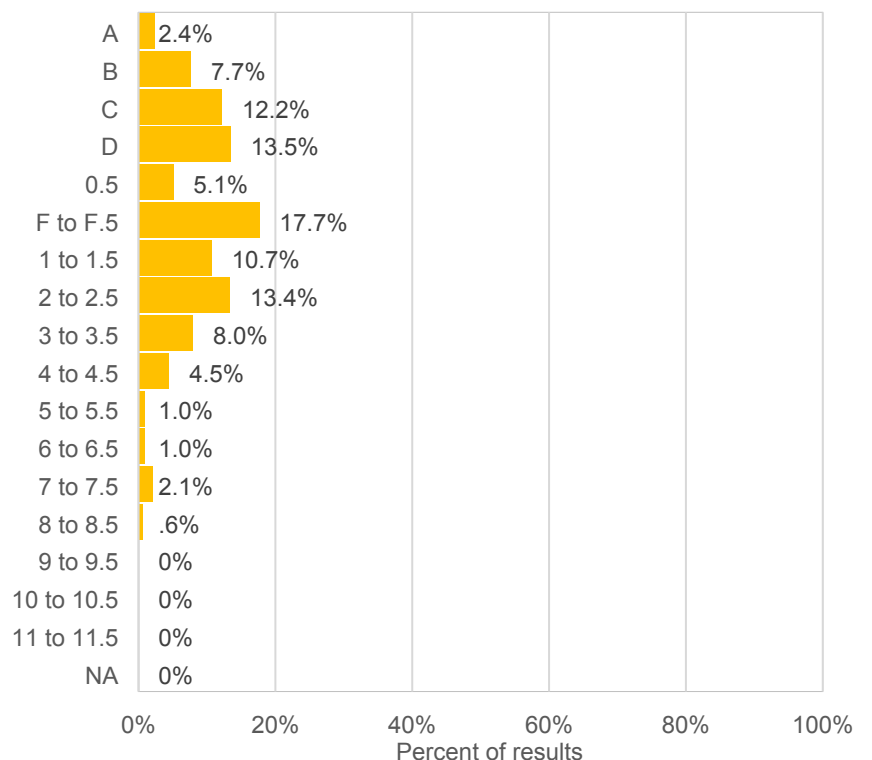


Mathematics

Achievement Level	Latest year (2023)
A	2.4%
B	7.7%
C	12.2%
D	13.5%
0.5	5.1%
F to F.5	17.7%
1 to 1.5	10.7%
2 to 2.5	13.4%
3 to 3.5	8.0%
4 to 4.5	4.5%
5 to 5.5	1.0%
6 to 6.5	1.0%
7 to 7.5	2.1%
8 to 8.5	0.6%
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Achievement Level

Mathematics (Latest year)



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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	19.7	19.0	32.1	28.4	24.5

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	2019	2020	2021	2022	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, 2023

Revenue	Actual
Student Resource Package	\$12,276,626
Government Provided DET Grants	\$1,521,980
Government Grants Commonwealth	\$4,300
Government Grants State	\$40,000
Revenue Other	\$259,879
Locally Raised Funds	\$168,935
Capital Grants	\$0
Total Operating Revenue	\$14,271,720

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,368
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,368

Expenditure	Actual
Student Resource Package ²	\$11,831,816
Adjustments	\$0
Books & Publications	\$3,477
Camps/Excursions/Activities	\$100,236
Communication Costs	\$6,014
Consumables	\$163,925
Miscellaneous Expense ³	\$34,063
Professional Development	\$41,099
Equipment/Maintenance/Hire	\$171,553
Property Services	\$313,032
Salaries & Allowances ⁴	\$632,477
Support Services	\$314,063
Trading & Fundraising	\$9,180
Motor Vehicle Expenses	\$20,487
Travel & Subsistence	\$1,222
Utilities	\$62,389
Total Operating Expenditure	\$13,705,034
Net Operating Surplus/-Deficit	\$566,686
Asset Acquisitions	\$120,474

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$422,162
Official Account	\$201,019
Other Accounts	\$0
Total Funds Available	\$623,180

Financial Commitments	Actual
Operating Reserve	\$267,346
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$84,000
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	\$71,834
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$623,180

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.