2018 Annual Report to The School Community

School Name: Eastern Ranges School (5309)

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

Attested on 20 March 2019 at 02:50 PM by Davina Bate (Principal)

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

Attested on 26 April 2019 at 08:49 AM by Gary Mogford (School Council President)

About Our School

School context

Eastern Ranges School is located in Ferntree Gully in the North Eastern Victoria Region, providing education for children with an autism spectrum disorder and an associated intellectual disability, language disorder and complex learning needs, across the foundation to Year 12 age range.

In 2018 there were 171 students enrolled with planned growth to 200 by 2020. Our facilities include age appropriate classrooms and playgrounds, therapy rooms, library, a gymnasium, sports court and pool. The Depot (to develop and build work ethics and employability skills), a primary school kitchen and industry standard kitchen, Eastern Ranges Coffee Beans Café run by our barista trained students, a contemporary living centre that develops functional living skills, and a professional learning centre which supports our commitment to lifelong learning for our school and wider community.

The school has 77.2 equivalent full time staff including, 3 principal class (2 in acting positions), teachers (including 2 leading teachers and 3 learning specialists) and education support staff (including administration and multidisciplinary staff).

As an educational provider, Eastern Ranges School develops and implements ASD innovative and specialised programs that focus on the needs of students with an autism spectrum disorder. Our programs are informed by current research and are embedded in best practice that prepares our students and their families for the future. Our vision is supported through our values of teamwork, respect, inclusion, responsibility, achievement and optimism which are underpinned by our School Wide Positive Behaviour Support (SWPBS) commitment to work together to create safe, respectful and responsible learners.

Framework for Improving Student Outcomes (FISO)

FISO Initiative Curriculum planning and assessment with the key improvement strategies of whole school documented curriculum - reflecting all learning areas of the Victorian Curriculum and review of current processes for assessment and student achievement data.

Considerable work was undertaken through curriculum teams to:
- Develop and implement consistent curriculum documents aligned to Victorian Curriculum or VCAL outcomes across the whole school.
- Establish the connection between instruction and Victorian Curriculum.
- Increase professional conversations linked to student growth within the Victorian Curriculum.
- Focus student support groups (SSGs) on student's baseline data, achievement, growth and next steps.

All students were base lined across the A-10 Victorian Curriculum with data being used to shape conversations in semester 2 SSGs and individual goals for students. Following extensive research across the region appropriate assessment tools were selected to strengthen teacher judgments. Teachers were introduced to the assessments in our term 4 curriculum day along with our annual assessment schedule and 5 point rating scale to provide clarity of the level of engagement for each individual learning goal.

FISO Initiative Setting expectations and promoting inclusion and key improvement strategy implementing school wide positive behaviour strategy (SWPBS) approach consistent with DET provision and

guidance focussed the schools work to:

Establish a multi-disciplinary SWPBS Team with clearly defined roles and responsibilities.
- Develop school wide expectations, symbols, purpose statement and behaviour matrix which are displayed in every classroom and space.
- Undertake relevant professional learning
- Develop and implement key documentation and acknowledgement system
- Collect data and analyse data to target support

Highlights for the school community include:
- Endorsement of senior secondary school status to deliver VCAL at Foundation and Intermediate levels by the Victorian Registrations and Qualifications Authority (VRQA)
- Reporting of student achievement data to the Department of Education and Training (DET) and Victorian Curriculum and Assessment Authority (VCAA)
- Development of an assessment schedule
- Appointment of 2 Learning Specialists (curriculum) and 1 Learning Specialist SWPBS
- SWPBS values adopted across the whole school.

Achievement

All students were assessed and data collected for the first time this year, this has provided a baseline from which to set meaningful goals within each student's zone of proximal development (ZPD) and track student progress over time. All students have an Individual Learning Plan (ILP) aligned with the Victorian curriculum, goals are developed in collaboration with parents and carers, and where appropriate students. Student progress is monitored and recorded throughout the year and discussed at termly student support groups. All students demonstrated progress by achieving their individual goals.

To strengthen teacher judgments and add rigor to assessment practices standardised assessment tools have been purchased which will be rolled out in the year ahead along with scheduled moderation practices.

Our first year 12 cohort graduated at the end of 2018, equipped with skills to support their transition to post school pathways students celebrated with their families, friends and staff. Students should be recognised for their achievements:

12 students successfully completed a Certificate II in Public Safety delivered by Magenta Safety Training.
- 2 students successfully completed a Certificate II Food Processing with National Food Institute delivered at Recipe for Change (SBAT)
- 1 student successfully completed a Certificate III Aquatics and Community Recreation at VFA (SBAT)
- 1 student successfully completed a Certificate II in Warehousing with National Food Industries delivered at Knoxbrooke Outsource (SBAT)
- 3 students completed a TAFE Taster course "10 Careers in 12 Weeks" delivered by Box Hill Institute
- 6 students won awards at the atEAST presentation night including Trainee of the Year for Foundation Victorian Certificate for Applied Learning (VCAL).
- 1 student was awarded the Victorian Curriculum and Assessment Authority (VCAA) Student Award for Outstanding Achievement (Foundation VCAL).

Engagement

The School-Wide Positive Behaviour Support (SWPBS) framework is embedded in to practices and contributes to enhanced student engagement, wellbeing and learning. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and rewarding appropriate behaviour. As a school we work together to create safe, respectful and responsible learners.

Our SWPBS framework provides a continuum of support for students to assist with their academic and social development. The continuum of support involves a multi-tiered approach, which offers varying levels of support and intervention through a multidisciplinary approach to maximising student engagement in learning.

Speech pathologists work to assist students to engage in learning through a consultative model within the classroom that supports staff. This enables classroom staff to continue to support communication in a functional and meaningful way throughout the day.

Occupational Therapists support and enable students to participate throughout the school day, to the best of their ability. They consider environmental factors that affect individual student's ability to engage with learning. Occupational Therapists work collaboratively within the classroom with staff to develop strategies that support students to engage with learning and achieve goals.

Our Music Therapist works to support students in all areas of development and the curriculum. The Music Therapy program has a flexible service delivery model, determined by individual student goals and school wide focus. Music Therapy actively supports students as they strive to improve their functioning and wellbeing.

Therapists also deliver professional development sessions and collaboration on school wide initiatives, curriculum development and resourcing.

Students had an average of 18.5 absence days throughout the year which is a slight decrease on the previous year. Many students access external specialist therapies during the school day through their National Disability Insurance Scheme (NDIS) funding, the implementation of DET policies may help to reduce student absences.

Wellbeing

Collaborative processes aligned with the SWPBS practices have contributed to enhanced well-being of the school community which are strengthen by the provision of a psychologist for 2 days a week.

Establishment of the SWPBS Team to lead the schools work has resulted in the embedding of SWPBS practices across the school.

All staff completed the DET Behaviour Support modules Managing Challenging Behaviour and Behaviour Response Planning which support staff to maintain a safe and inclusive environment for meaningful learning and work. Staff work with parents and carers to address student behaviours through a consistent behaviour response plan.

Two engagement and wellbeing support staff were appointed as part of a team to create a positive climate for learning focusing on student and staff wellbeing. Linked directly to our strategic focus for enhancing staff psychological safety, staff professional safety, staff social behaviour, school support for physical safety, building resilience for all and staff safety and well-being.

Staff opinion survey data highlighted a slight increase within focus areas of staff psychological safety and staff professional safety.

Financial performance and position

The financial position and summary at the end of 2018 reflects the commitment of the school to enhance curriculum provision in line with DET, VCAA and VRQA requirements and provide a safe and engaging learning environment.

Unexpected Revenue:
- DET grants received under the Equipment Boost and Inclusion Boost initiatives enabled the school to purchase equipment, assistive technology and training to enable students to fully participate, learn, develop and succeed in school and school-related activities and build an inclusive environment.
- Equity funding was used to deliver training to staff that fosters increased engagement, participation and promotes well-being for all.

Expenditure:
- Additional expenditure for electrical power outage and specialised personnel and replacement parts.
- Additional expenditure to ensure the safety of students.
- Engagement of additional short-term Education Support Staff to support students with individualised learning goals and replacement of staff.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 172 students were enrolled at this school in 2018, 22 female and 150 male.

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

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

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

School Staff Survey

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

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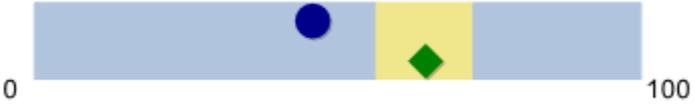
Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** **Results: Mathematics**

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average 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.

Year	2015	2016	2017	2018	4-year average
Average absence days	16.7	17.8	19.7	18.5	18.2

Exit destinations

Percentage 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'.

Year	2015	2016	2017	2018	4-year average
% of students to further studies or employment	100.0	ND	100.0	ND	100.0

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$6,843,886	High Yield Investment Account	$48,700
Government Provided DET Grants	$990,979	Official Account	$77,960
Government Grants Commonwealth	$15,690	Other Accounts	$0
Government Grants State	$8,572	**Total Funds Available**	**$126,660**
Revenue Other	$11,308		
Locally Raised Funds	$123,953		
Total Operating Revenue	**$7,994,388**		
Equity[1]			
Equity (Social Disadvantage)	$14,060		
Equity Total	**$14,060**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$6,542,695	Operating Reserve	$126,660
Communication Costs	$8,516	Other Recurrent Expenditure	($25)
Consumables	$130,459	**Total Financial Commitments**	**$126,635**
Miscellaneous Expense[3]	$546,958		
Professional Development	$26,547		
Property and Equipment Services	$417,989		
Salaries & Allowances[4]	$138,374		
Trading & Fundraising	$8,938		
Travel & Subsistence	$7,903		
Utilities	$112,088		
Total Operating Expenditure	**$7,940,468**		
Net Operating Surplus/-Deficit	**$53,920**		
Asset Acquisitions	**$32,471**		

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

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

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

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

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

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

Towards Foundation Level Victorian Curriculum

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

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