

2019 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 September 2020 at 01:10 PM by Davina Bate (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 04 September 2020 at 03:24 PM by Gary Mogford (School Council President)

About Our School

School context

At Eastern Ranges School we are committed and driven to seek success for all in a positive, safe, energetic and collaborative environment that values diversity, respect and recognises the contribution of all, celebrates achievement and builds community.

The following FISO aligned areas are recommendations from the priority review report and include areas which should be considered in the implementation of the 2018-2021 Strategic Plan;

- Develop consistent whole school policies and procedures to ensure staff and student wellbeing
- Implement strategies and processes to embed shared understanding amongst staff about the strategic direction of the school and the school improvement agenda
- Research and develop an agreed whole school instructional model to drive consistent and explicit teaching practice
- Develop a fully documented whole school curriculum and common curriculum planning approaches
- Establish processes to develop a culture of team planning and collaborative classroom practice, as well as consistent curriculum planning and learning programs across the school
- Develop and implement a consistent approach to the analysis and use of student data to ensure student learning opportunities are differentiated to their point of need
- Continue to refine and enhance the secondary school structure to meet student needs, and explore opportunities to employ staff with expertise and experience to address the needs of the programs
- Continue to explore opportunities for the parent community to be actively engaged in their children's education.

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 2019 there were 174 students enrolled with planned growth to 200 by 2021. 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 staffing profile (75.9 EFT) was made up of 1 principal, 2 assistant principals (1 acting position), 1 leading teacher, 2.6 learning specialists, teachers and education support staff (including business manager, 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 and prepare 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)

In 2019 the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum, Planning and Assessment, Setting Expectations, Health and Wellbeing and Building Communities:

This included:

- Develop teacher knowledge and capacity of High Impact Teaching Strategies (HITS).

- Develop staff capacity and understanding of School Wide Positive Behaviour Support (SWPBS) and implementation of de-escalation techniques to engage students.
- Develop staff capacity to work as a collaborative team to improve student behaviour, through carefully planned and consistent behaviour response plans.
- Develop collaborative practices that build staff capacity and understanding to use data to drive proactive responses to behaviours of concern.
- Create opportunities for parents to be involved/invited into the school.
- Develop capacity of staff to deliver high quality PL to partner schools focussing on meeting the needs of students with ASD.
- Empower staff to share expertise.

To support implementation of these KIS, learning specialists worked alongside teachers and the multi-disciplinary team in communities of practice to develop an understanding of the High Impact Teaching Strategies (HITS) whilst considering the uniqueness of our ASD setting, increased knowledge of assessments and use data to inform goal setting. This included the roll out and baselining of all students against the Roadmap of Communication Competence (ROCC).

The ERS Share and Learn program was established to showcase ASD expertise and best practices within the areas of Communication, Sensory Regulation and Engagement & Wellbeing within school across our network of schools.

Achievement

In 2019, the school continued to work on its strategic goal of developing and implementing whole school curriculum provision and improving literacy and numeracy outcomes for students.

All students were set SMART goals within an Individual Learning Plan (ILP) in curriculum areas that were supported by defined Augmentative and Alternative Communication (AAC) strategies and supports aimed to foster engagement and promote learning.

English and Maths assessment data was collected using a combination of teacher judgements and assessment tools which were trialled for their suitability and identified in the ERS assessment schedule. These included Essential Assessments, Work sample collections, Continuum Tracker, ERS Concepts of Print, Running Records, where appropriate. Evidenced by an increase in positive endorsements in the Staff Opinion Survey in the areas of Teaching and Learning for Planning: 'Understanding curriculum' and 'Professional Learning to improve Literacy and Numeracy', and in the implementation of associated curriculum documentation. Which has led to a 2020 focus on improving consistency of practice and reduced variability across the school through the development and refinement of the ERS Pedagogical Model and protocols for lesson observation targeting excellence in teaching and learning.

At the end of 2019 15 students graduated from Eastern Ranges School and celebrated with families, friends, and school community at the Mulgrave Country Club. All students left equipped with skills to support their transition to post school pathways.

These pathways included day programs, School Leavers Employability Supports programs, TAFE courses, supported employment and volunteering.

All students are recognised for their achievements and received an Eastern Ranges School Year 12 Certificate of Achievement. In addition to certificates that support the breadth of opportunities the school has provided.

Functional and Applied Learning (FAL) pathway:

- Students engaged in community work by developing a meaningful partnership with a community group called Pinchapoo in Bayswater.
- Students connected with and explored post school options such as Knoxbrooke, Creative Inclusion Group, Alpine Way Disability Services and Alkira.

Victorian Certificate of Applied Learning (VCAL):

- 5 students were achieved Foundation level VCAL
- 5 students were achieved Intermediate VCAL Certificate

11 students undertook School Based Apprenticeship and Training (SBAT) in partnership with atEast:

- 5 students successfully completed Certificate II Food Processing with National Food Institute whilst working at Higgs & Co in Boronia
- 1 student successfully completed Certificate III in Retail whilst working at Decathlon Sports
- 2 students successfully completed Certificate III in Individual Support (Aged Care)
- 1 Student successfully completed Certificate II in Work Education at Box Hill Institute whilst working at Knoxbrooke Outsource
- 2 Students completed Certificate 1 in Employment Pathways whilst undertaking work experience at Waverley Industries. This was in partnership with Heatherwood School

Other pathways:

- 1 student completed Certificate II in Dance through an external provider
- 7 Students undertook Certificate II Horticulture (Skill Set) delivered by Swinburne University of Technology
- 1 Student successfully completed Units 1 & 2 of Certificate III in Screen and Media delivered by the Academy of Interactive Entertainment

Additional accolades:

9 students won awards at the atEAST presentation night including:

- Achievement Awards for Dual Certificates
- 5 students were awarded 1st Year Trainee of the Year (Foundation)
- 1 student received the prestigious Community Services Award
- 3 students received Encouragement Awards

1 student was nominated for the Victorian Curriculum and Assessment Authority (VCAA) Student Award for Outstanding Achievement (Foundation VCAL)

Eastern Ranges School and atEAST won the VCAA Partner Award - Workplace Learning with atEAST SBAT Program.

Engagement

Eastern Ranges School students are engaged and connected to their school, we are proud of our programs that promote engagement and participation within school and across our broader community.

In 2019, the school focused on KIS related to the FISO dimension building communities and providing increased opportunities for student leadership. Through our primary and secondary student representative councils (SRC) students have been proactive in influencing change, by shaping school policy, listening to peers, improving school provision, leading school tours, contributing to recruitment processes, presenting at school council meetings and representing ERS across the Knox Network. Future work will focus on representation of all students on the SRC, specifically building the skills and tools that promote student voice, agency and leadership opportunities for our non-verbal students.

Wellbeing

Student wellbeing continues to be a strong focus. In 2019 the school continued to promote a safe and positive learning environment for all students through the continued enhancement of School Wide Positive Behaviour Support (SWPBS) and employment of a psychologist for 2 days a week.

The appointment of two engagement and wellbeing education support staff and the refinement and development of the role led to the establishment of the engagement and wellbeing team and creation and implementation of processes to proactively support students to increase engagement and participation, whilst working with staff to identify and target behaviours of concern in a safe, supportive and collaborative way focussing on support and response plans driven by data and built on strengths of students. Which when combined with the introduction of TEAM TEACH training for all staff focusing on de-escalation led to an increase in student behaviour response plans and a reduction in edusafe reports.

Continued implementation of SWPBS resulted in the achievement of Blue status. The ERS behaviour matrix was reviewed in collaboration with students, parents and staff in preparation for 2020. Ongoing support from DET regional SWPBS coach ensured 2020 priorities and actions are defined with a focus on the Bronze status award.

Data collected to assess the implementation of the student reward token system which rewards students for displaying one of our four expectations of safe, respectful, responsible and learner shows a shift towards reinforcement of positive behaviours in the mindset of staff.

Parent satisfaction, according to the Parent Opinion Survey, indicated a slight increase in promoting positive behaviour.

Financial performance and position

Eastern Ranges School maintained a sound financial position throughout 2019. The 2018-2021 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation. The financial position and summary at the end of 2019 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.

It is important to note that Eastern Ranges School financial status can and does vary and fluctuate throughout the school year due to changes in the learning needs of the students and changes to enrolment numbers. Careful budgeting across most expenditure lines has reduced expenditure to ensure a surplus to maintain an operating reserve for 2020.

Unexpected Revenue:

- DET Targeted Funding Grants received under the Employee Wellbeing Reform enabled the school to upgrade flooring and sustain our Team Teach program through the 'train the trainer program'.
- DET grants received under the Equipment Boost and Inclusion Boost initiatives enabled the school to purchase equipment and training to enable students to fully participate, learn, develop and succeed in school and school-related activity.

Expenditure:

- The engagement of additional 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.
- Additional expenditure to ensure ongoing safety of students.

Equity funding was used to train staff in the Roadmap of Communication Competence (ROCC) to allow for baselining of students and future priorities of students and their communication needs.


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	
<p>Enrolment Profile</p> <p>A total of 174 students were enrolled at this school in 2019, 21 female and 153 male.</p> <p>11 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>No Data Available</p> <hr/> <p>Results: Mathematics</p> <p>No Data Available</p>

Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>17.8</td> <td>19.7</td> <td>18.5</td> <td>21.3</td> <td>19.3</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	17.8	19.7	18.5	21.3	19.3
Year	2016	2017	2018	2019	4-year average								
Average absence days	17.8	19.7	18.5	21.3	19.3								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>100.0</td> <td>ND</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	ND	100.0	ND	100.0	100.0
Year	2016	2017	2018	2019	4-year average								
% of students to further studies or employment	ND	100.0	ND	100.0	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, 2019

Revenue	Actual
Student Resource Package	\$7,571,722
Government Provided DET Grants	\$1,228,325
Government Grants Commonwealth	\$12,245
Government Grants State	\$5,687
Revenue Other	\$5,492
Locally Raised Funds	\$99,497
Total Operating Revenue	\$8,922,968

Equity¹

Equity (Social Disadvantage)	\$16,251
Equity Total	\$16,251

Expenditure

Student Resource Package ²	\$6,816,815
Books & Publications	\$425
Communication Costs	\$7,406
Consumables	\$105,793
Miscellaneous Expense ³	\$384,375
Professional Development	\$41,526
Property and Equipment Services	\$426,285
Salaries & Allowances ⁴	\$272,148
Trading & Fundraising	\$14,980
Travel & Subsistence	\$5,928
Utilities	\$106,368
Total Operating Expenditure	\$8,182,049

Net Operating Surplus/-Deficit **\$740,919**

Asset Acquisitions **\$13,108**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$98,784
Official Account	\$11,202
Total Funds Available	\$109,986

Financial Commitments

Operating Reserve	\$109,986
Other Recurrent Expenditure	\$20
Total Financial Commitments	\$110,006

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.