

# 2020 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](http://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 2020 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 10 May 2021 at 02:15 PM by Trevor Hodsdon (Principal)

The 2020 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 10 May 2021 at 02:15 PM by Abdul Bakhach (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

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

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

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

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## What does the 'About Our School' section refer to?

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

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

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

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

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 2020 there were 183 students enrolled with planned growth to 200 by 2021. Every student has a diagnoses of Autism Spectrum Disorder (ASD). 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 (105 EFT) was made up of 1 principal, 2 assistant principals, 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 2020 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) by using the

Communities of Practice (COP) framework to develop the HITS further by contextualizing them to the Eastern Ranges School setting.

- Develop teacher knowledge and capacity of structured teaching by using the Communities of Practice (COP) framework to develop the structured teaching further by contextualizing the practice to the Eastern Ranges School setting.
- 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.

The move to onsite learning had a profound effect on both the staff, students and school community in both positive and negative ways. On the positive side the move to online learning meant that we quickly learnt to use the Google classroom suite to deliver learning remotely. We activated our Education emails for all the students and implemented protocols for this to occur. Even though we were apart, paradoxically there was a deeper connection between staff and our families. Move frequent communication and a mutual respect for each other were the main reasons for this deeper connection.

Some of the negative things to come from the pandemic were a lack of familiar routine, lack of motivation and a difficulty for some families to access remote learning via a computer, tablet or phone due to a variety of circumstances.

## Achievement

In 2020, 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.

At the start of the year English and Maths assessment data was collected using a combination of teacher judgements and assessment tools. The move to remote learning made subsequent ongoing assessment difficult for many of our cohort. Our focus for 2020 was on improving consistency of practice and reducing variability across the school through the development and refinement of the ERS Pedagogical Model. Protocols for lesson observation targeting excellence in teaching and learning were also developed however their implementation was delayed but is part of our plans for 2021..

At the end of 2020 15 students graduated from Eastern Ranges School and celebrated with families, friends, and school community at our school based graduation ceremonies. 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 were recognised for their achievements and received an Eastern Ranges School Year 12 Certificate of Achievement.

**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 Blairlogie, OC Connections, Alpine Way Disability Services and Melba Support Services.

**Victorian Certificate of Applied Learning (VCAL):**

- 4 students achieved Foundation level VCAL
- 1 student 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 Make n Bake in The Basin.
- 1 student successfully completed certificate III in Hospitality
- 1 student successfully completed Year 1 of Certificate III in Carpentry
- 1 student successfully completed Certificate III in Individual Support (Aged Care)
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**VET pathways:**

- 1 student successfully completed Units 1 & 2 of Integrated Technology
- 1 student completed Pathways to Success – Screen and Media
- 7 Students undertook Certificate II Horticulture (Skill Set) delivered by Swinburne University of Technology
- 5 students successfully completed the Structured Workplace Learning Recognition unit which gave them an extra general credit towards their VCAL

**Additional accolades:**

students won atEAST awards including:

- 1 student won the Outstanding Achievement (Overall Winner) Hospitality
- 1 student won the Outstanding Achievement – Carpentry
- 1 student won the Outstanding Achievement – Individual Support Aged Care

1 student was nominated for, and won, the Victorian Curriculum and Assessment Authority (VCAA) VCAL Student Achievement Award – Foundation Personal Development Skills

Eastern Ranges School and atEAST won the VCAA Learning Partner Achievement Award – For excellence in the category of workplace learning

**Engagement**

We continued to build upon our KIS related to the FISO dimension of building communities.

In 2020 we increased our Engagement and Wellbeing support staff from 2 to 3. This increased the ability of staff to effectively support students and staff in a timely manner across the school.

During our period of remote learning teachers conducted weekly 'wellbeing phone calls'. A summary of this information was provided to PCO and our psychologist so that further supports could be provided.

There was an improved community feel during remote learning which was still evident once we had returned to onsite. The student representative council is a strong focus of our work in building communities. However during 2020 many of the initiatives were not implemented due to our move to offsite learning and our subsequent focus on student wellbeing and engagement since we have returned to onsite learning. Our commitment remains to offer genuine leadership and representative opportunities for our students across all levels of the school.

**Wellbeing**

Student, family and staff wellbeing were a strong focus of 2020 as we navigated through the pandemic and our moves to on and off site learning. In 2020 the school continued to promote a safe and positive learning environment through our continued implementation of school wide positive behaviour support (SWPBS). There was an explicit behaviour focus across the school drawn from our behaviour matrix, ensuring consistency of practice and expectation across the school. A data recording system which showed visits to the token shop was collated and there was a focus on increasing these positive experiences for our students.

A psychologist was employed on a full time basis (up from 2 days a week in 2019). This ensured that there was wellbeing support available for students, their families and staff. Access to the psychologist was through appointments and a drop in system. This timely appointment ensured that we were more able to support our school community through the challenges of 2020.

### **Financial performance and position**

Our finances were in surplus, as in prior years. 2020's surplus was higher because COVID-19 caused a lot of staff to work from home, therefore reducing regular expenditure. Also, a number of larger planned projects were moved to 2021. Some of the purchases made were a projector, SmartScreen TV and two other TVs.

A number of grants were received. A purpose built playground was created with the Inclusive Schools Grant of \$80,999. The two classroom portable was furnished with the \$8,000 DET grant, which we topped up with \$5,000. The Australian Institute of Sports Grant covered purchase of sporting goods. Students set up a senior library using the Advance Grant. A Department of Transport Grant was used to purchase bicycle and tricycles. The parent fundraised \$671.31.

**For more detailed information regarding our school please visit our website at**

**<https://easternrangesschool.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.

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 183 students were enrolled at this school in 2020, 25 female and 158 male.

11 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) which takes into account parents' occupations and education.

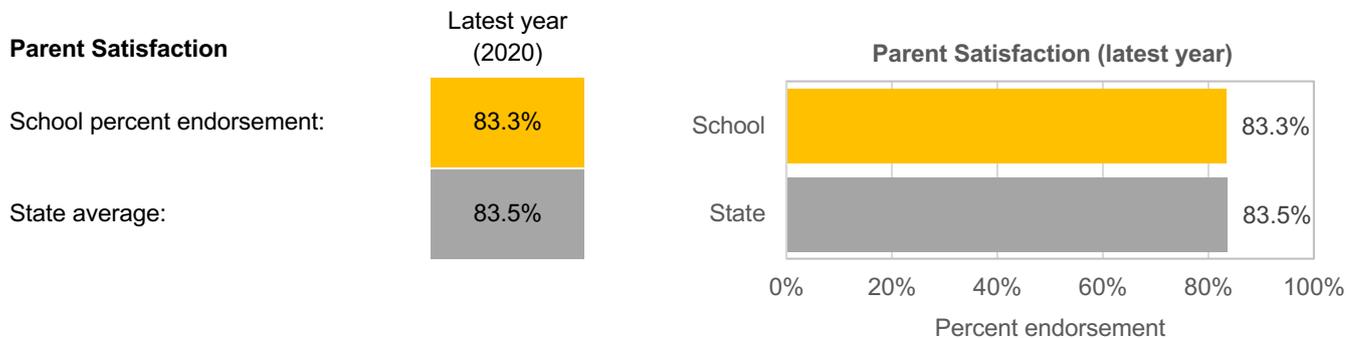
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

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

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

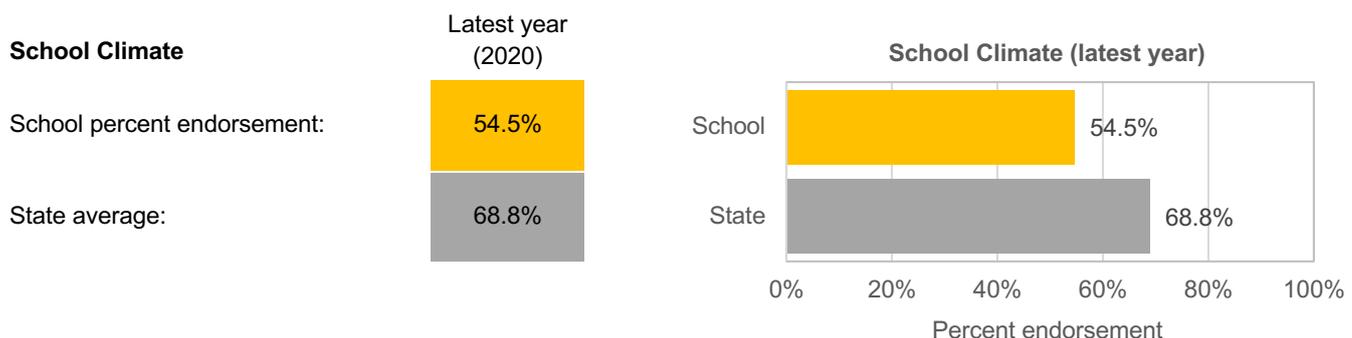


### School Staff Survey

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

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

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



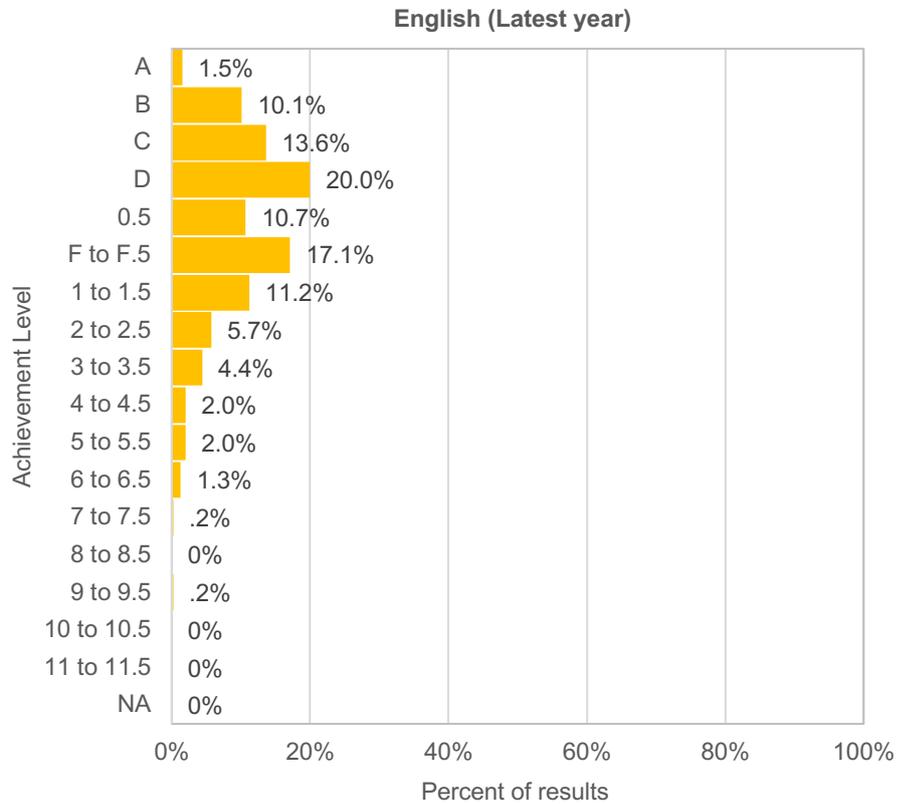
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

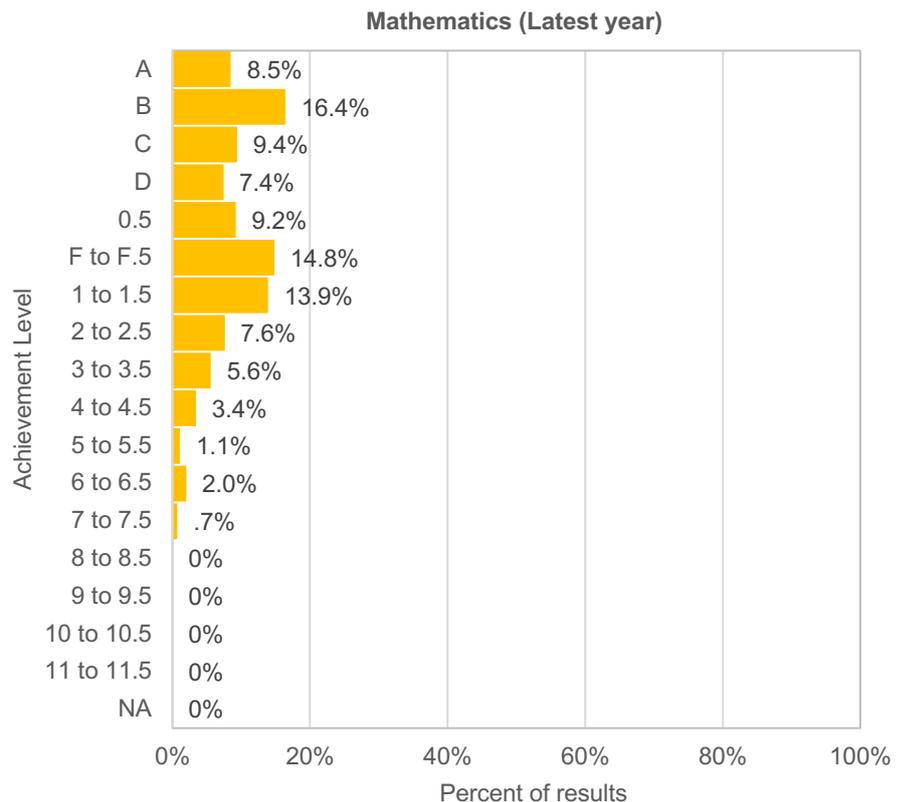
#### English

Achievement Level	Latest year (2020)
A	1.5%
B	10.1%
C	13.6%
D	20.0%
0.5	10.7%
F to F.5	17.1%
1 to 1.5	11.2%
2 to 2.5	5.7%
3 to 3.5	4.4%
4 to 4.5	2.0%
5 to 5.5	2.0%
6 to 6.5	1.3%
7 to 7.5	0.2%
8 to 8.5	NDA
9 to 9.5	0.2%
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	8.5%
B	16.4%
C	9.4%
D	7.4%
0.5	9.2%
F to F.5	14.8%
1 to 1.5	13.9%
2 to 2.5	7.6%
3 to 3.5	5.6%
4 to 4.5	3.4%
5 to 5.5	1.1%
6 to 6.5	2.0%
7 to 7.5	0.7%
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	19.8	18.6	22.0	22.9	21.0

### 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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	NDP	100.0%	88.9%	95.3%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,391,333
Government Provided DET Grants	\$1,611,579
Government Grants Commonwealth	\$10,962
Government Grants State	\$25,484
Revenue Other	\$8,881
Locally Raised Funds	\$39,331
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$10,087,569</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,382
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$23,382</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,489,547
Adjustments	NDA
Books & Publications	\$8,440
Camps/Excursions/Activities	\$3,172
Communication Costs	\$6,932
Consumables	\$99,749
Miscellaneous Expense <sup>3</sup>	\$22,416
Professional Development	\$27,236
Equipment/Maintenance/Hire	\$123,580
Property Services	\$271,670
Salaries & Allowances <sup>4</sup>	\$203,210
Support Services	\$201,411
Trading & Fundraising	\$5,302
Motor Vehicle Expenses	\$3,722
Travel & Subsistence	\$102
Utilities	\$97,470
<b>Total Operating Expenditure</b>	<b>\$8,563,959</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,523,610</b>
<b>Asset Acquisitions</b>	<b>\$105,404</b>

- (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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$572,190
Official Account	\$60,240
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$632,430</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$172,606
Other Recurrent Expenditure	\$15,834
Provision Accounts	NDA
Funds Received in Advance	\$1,004
School Based Programs	\$36,063
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$240,508</b>

*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.*