

2021 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 2021 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 April 2022 at 03:54 PM by Trevor Hodsdon (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 2021 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 04 April 2022 at 04:16 PM by Abdul Bakhach (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

How to read the Annual Report (continued)

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.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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, on the land of the Wurundjeri people of the Kulin nation. The school provides 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 2021 there were 192 students enrolled with planned growth to 200 by 2022. Every student has a diagnosis of Autism Spectrum Disorder (ASD). Our facilities include age-appropriate classrooms and playgrounds, therapy rooms, library, a gymnasium, sports court and pool. The vocational education room is designed to develop and build work ethics and employability skills. We also have 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 (128 EFT) was made up of 1 principal, 2 assistant principals, 3 learning specialists, teachers and education support staff (including business manager, administration and multidisciplinary staff). We currently have no staff who identify as Aboriginal or Torres Strait Islander.

As an educational provider, Eastern Ranges School develops and implements ASD innovative and specialised programs that focus on the needs of students on the autism spectrum. 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 2021 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:

Excellence in teaching and learning: Curriculum planning and assessment. To improve student achievement across the school

Create a positive climate for learning focusing on student and staff wellbeing, setting expectations and promoting inclusion.

Community Engagement in Learning: Parents and Carers as partners and, building communities to strengthen the connection between ERS and our local community.

The major highlight was the publication of the Eastern Ranges Pedagogical Model which staff had contributed to and worked on in 2020. The Eastern Ranges Pedagogical Model sets out the framework for teaching and learning and takes elements of Schoolwide positive behaviour support, structured teaching and High impact teaching strategies and contextualises them for our student cohort.

There is little doubt that the progress towards these goals was hampered by the continued lockdowns and uncertainty during the ongoing Covid 19 pandemic. Many of the KIS were put on hold until 2022 these included peer observation, moderation and class walk throughs. Student and staff wellbeing was negatively affected by this uncertainty and will be a feature of the department and of course the school's work in 2022. Our efforts to involve the school community in their learning were further hampered as they were not allowed onsite for the year. Many of the planned activities such as Fathers day breakfast and footie day were cancelled. Teachers did however try their best to facilitate as many positive interactions with families during the remote learning period, through their weekly wellbeing phone calls .

Achievement

In 2021, the school continued to be impacted by the ongoing Covid 19 pandemic. During the course of year the school moved from onsite to remote learning and back again.

The year held many challenges for our students and their families. Towards the end of the remote learning period, we had nearly three quarters of our students attending onsite for all or part of the week. Staff were on a roster and successfully navigated supervising onsite and providing remote learning activities for the students in their class.

All students are received funding through the the Program for student with a disability and each 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. Our commitment to giving each student a voice was enhanced by the provision of 32 staff communication iPads with Proloquo2go available on each. This has enhanced our goal of being an inclusive communication community.

At the start of the year English and Maths assessment data was collected using a combination of teacher judgements and assessment tools. The Roadmap of Communicative Competency (ROCC) assessment was also carried out for each of our students. 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 and due to the in and outs of remote learning, this remained our focus for 2021.

At the end of 2021 16 students graduated from Eastern Ranges School and celebrated with families, friends, and school community at our Graduation evening 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 Employment Supports (SLES) 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 Pinchpoo in Bayswater.

- Students connected with and explored post school options such as Blairlogie, Able East, Creative Inclusion Group and Wise Employment.

Victorian Certificate of Applied Learning (VCAL):

- 7 students achieved Foundation level VCAL
- 1 student partially completed Intermediate VCAL

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

- 7 students successfully completed Certificate II Food Processing with National Food Institute whilst working at Make n Bake in Scoresby.
- 1 student partially completed Certificate II Food Processing with National Food Institute whilst working at Make n Bake in Scoresby.
- 2 students successfully completed certificate III in Hospitality
- 1 student successfully completed Year 2 of Certificate III in Carpentry
- 1 student worked towards completion of Certificate II in Horticulture
- 1 student worked towards completion of Certificate III in Companion Animal Studies

VET pathways:

- 1 student successfully completed Unit 1 of Certificate III in Screen and Media
- 9 Students successfully completed 4 selected units from Certificate II Horticulture (Skill Set) delivered by National Food Institute.
- 1 student successfully completed Pathways to Success in Automotive

Additional accolades:

students won atEast awards including:

Eastern Ranges School Hospitality - FOH and BOH BHIT - Box Hill Campus Certificate of Nomination
Eastern Ranges School Hospitality - FOH and BOH BHIT - Lilydale Campus Certificate of Nomination
Eastern Ranges School Horticulture Encouragement Award
Eastern Ranges School Food Processing Achievement Award
Eastern Ranges School Carpentry Achievement Award
Community Service Award - Team

Engagement

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

In 2021 we continued our commitment to providing a safe and learning environment by continuing to have 3 Engagement and Wellbeing support staff across the school. 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' to each of the families in their class.

The average number of days absent for our students in 2021 was in line with the four year average of just over 21 days. The data for this year was again undoubtedly affected by the ongoing Covid 19 situation and the school continues to work with both families and the department of Education to improve our attendance rates. As an organisation we have a close relationship with our families and know the unique circumstances which have contributed to the non-attendance of each student. We will continue to work with each student and their family to increase our attendance rates.

In 2021 all of the 16 students who graduated from the school had a transition pathway.

Wellbeing

Student, family and staff wellbeing were a strong focus of 2021 as we navigated through the pandemic and our moves to on- and off-site learning. In 2021 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. The school was successful in gaining a Bronze accreditation for its implementation of SWPBS across the school.

A psychologist was employed on a full-time basis for the first semester and then chose to move down to two days a week for the subsequent semester. This ensured that there was wellbeing support available for students, their families and staff.

Finance performance and position

Our finances were in surplus, as in prior years. 2021'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 2022 .

2021 funds of \$59,000 (final payment) were used to purchase Solar Panels which have lowered the electricity account. Eastern Ranges purchased 41 iPads| laptops for student and staff use.

Funding was added to the furniture| fittings amount of \$8000 provided by DET to customise the rooms for classes. The portable classes| horticulture has been upgraded.

\$15,000 was used for balustrading in the bus bay to create a better flow for students and staff.

We also purchased another Thunder Pro trampoline at \$2,500.

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 192 students were enrolled at this school in 2021, 27 female and 165 male.

12 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).

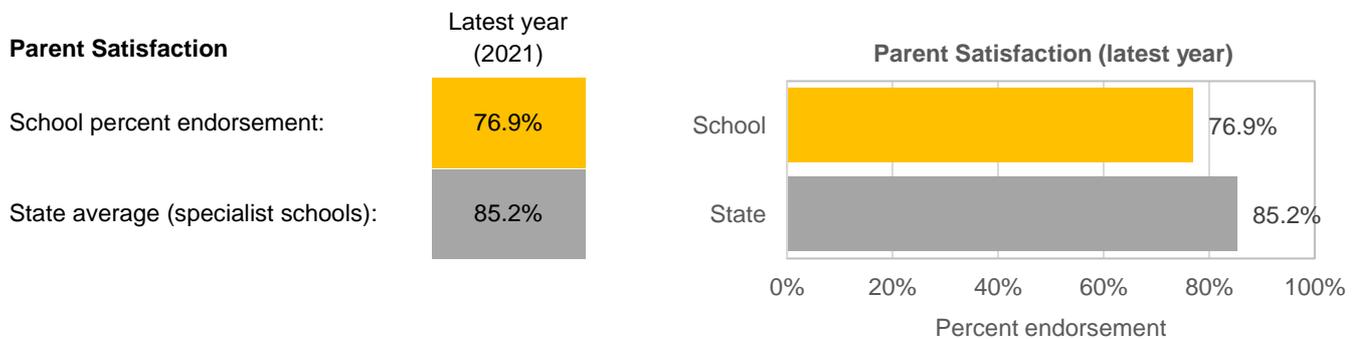
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

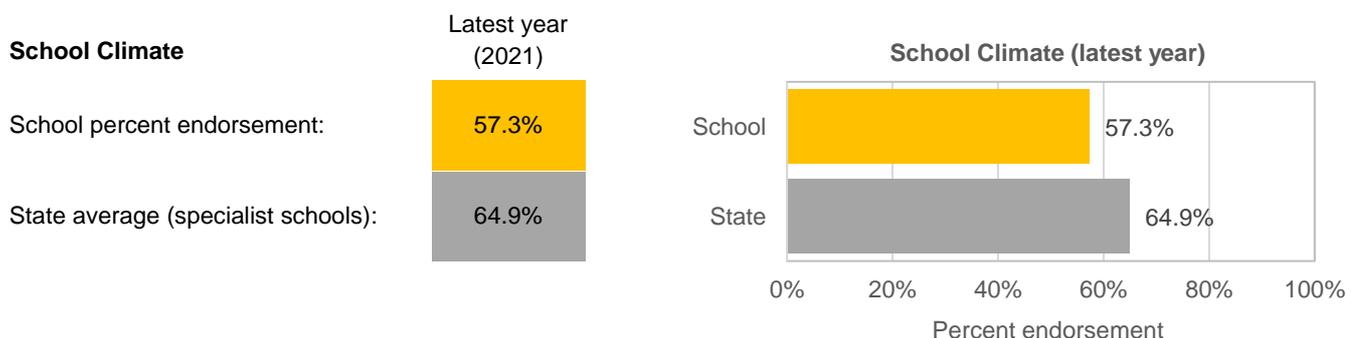


School Staff Survey

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.



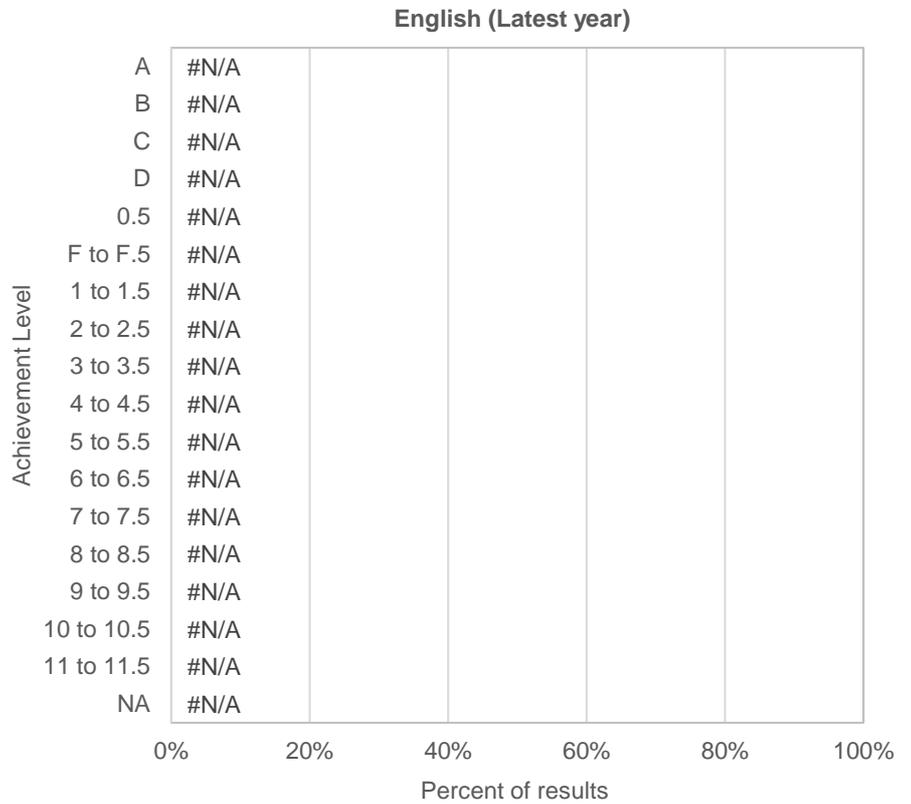
ACHIEVEMENT

Teacher Judgement of student achievement

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

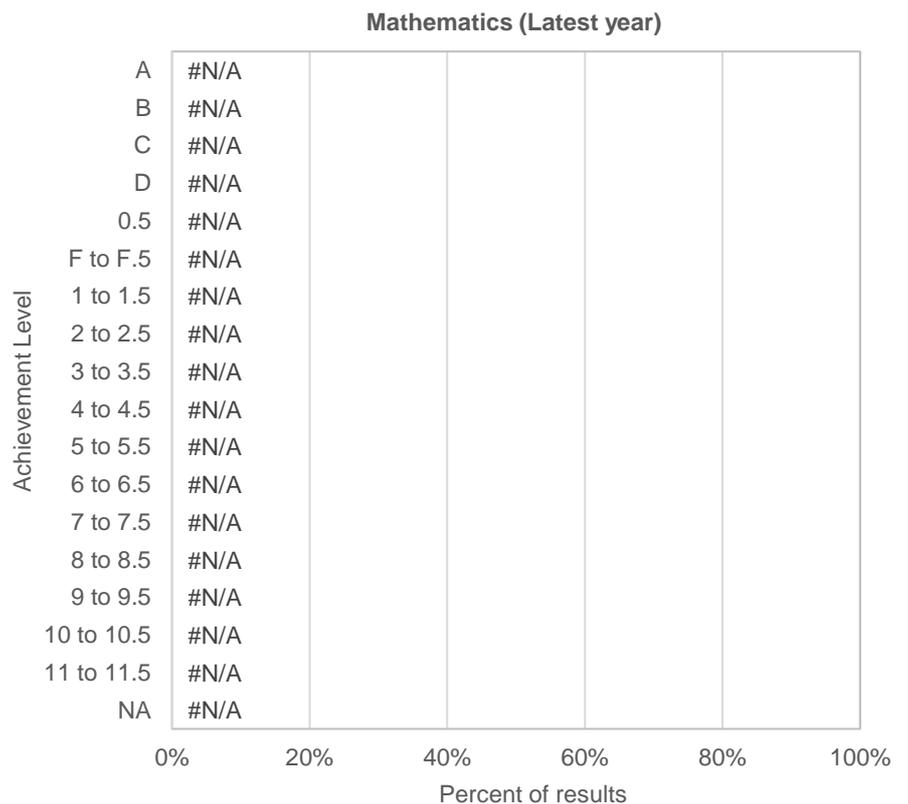
English

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	18.6	21.9	23.4	21.1	21.3

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDP	100.0%	88.9%	100.0%	96.2%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$9,455,244
Government Provided DET Grants	\$1,355,067
Government Grants Commonwealth	\$8,502
Government Grants State	\$31,715
Revenue Other	\$9,405
Locally Raised Funds	\$72,803
Capital Grants	\$0
Total Operating Revenue	\$10,932,735

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,782
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,782

Expenditure	Actual
Student Resource Package ²	\$8,210,386
Adjustments	\$0
Books & Publications	\$480
Camps/Excursions/Activities	\$6,382
Communication Costs	\$7,428
Consumables	\$102,234
Miscellaneous Expense ³	\$45,357
Professional Development	\$31,782
Equipment/Maintenance/Hire	\$174,755
Property Services	\$85,421
Salaries & Allowances ⁴	\$398,721
Support Services	\$341,232
Trading & Fundraising	\$6,553
Motor Vehicle Expenses	\$4,643
Travel & Subsistence	\$0
Utilities	\$63,318
Total Operating Expenditure	\$9,478,693
Net Operating Surplus/-Deficit	\$1,454,043
Asset Acquisitions	\$98,345

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$760,249
Official Account	(\$508)
Other Accounts	\$0
Total Funds Available	\$759,740

Financial Commitments	Actual
Operating Reserve	\$203,247
Other Recurrent Expenditure	\$13,132
Provision Accounts	\$0
Funds Received in Advance	\$35,508
School Based Programs	\$21,772
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$173,488
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$747,148

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.