2024 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 10 April 2025 at 12:34 PM by Samuel Silverwood (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 10 April 2025 at 12:41 PM by Samuel Silverwood (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Towards Foundation Level Victorian Curriculum'?

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

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

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

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

About Our School

School context

At Eastern Ranges School we are committed to the success of all of our students in a positive, safe and collaborative environment that values diversity, respect and recognises the contribution of all, celebrates achievement and builds community. As outlined in our 2022-2025 Strategic Plan, our goals are to 1. Maximise student learning growth for all students 2. Improve student engagement and motivation in learning 3. Improve the personal and social capabilities of each student

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 diagnosis, intellectual disability and language disorder, across foundation to Year 12. In 2024 there were 198 students enrolled with planned growth to 215, if we are granted funding to complete our masterplan. 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 and a professional learning centre which supports our commitment to lifelong learning for our school and wider community. The staffing profile (89.6 EFT) was made up of 1 principal, 2 assistant principals, 4 learning specialists, 5 leading teachers, teachers and education support staff (including business manager, administration and multidisciplinary staff).

As an educational provider, Eastern Ranges School develops and implements Autism innovative and specialised programs that focus on the needs of autistic students. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

The most recent school review highlighted the learning goal of maximising student learning growth for all students. This goal has associated key improvement strategies which the school have begun to put in place. The school's pedagogical model continues to be at the forefront of teaching and learning across the school. It is kept alive and relevant by regular professional development in both staff meetings and collaborative planning sessions. In order to increase teacher collaboration and efficacy, a number of initiatives have been put in place, namely class walk throughs. Learning specialists and leading teachers have been conducting these taking into

account our tier 1 intervention strategies. This has increased the objectivity of the observation and increased the accuracy of the data that is used. This process has increased teacher collaboration and is sure to improve collective teacher efficacy. Their brief, on-the-spot, walkthroughs have ensured that teachers are teaching to their plan and give an opportunity for the leading leaders to see the pedagogical model in action and provide positive feedback to teachers in the form of a follow up email. Next steps will be for peer observations and use of SWIVL cameras, purchased so that teachers could record themselves and then reflect on their own practice.

Wellbeing

In 2024 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 Blue level accreditation for its implementation of SWPBS across the school. Several initiatives continued to run in 2024, these included the ICan program, the Program for the Education and Enrichment of Relational Skills (PEERS) program and lunchtime clubs. The ICan program was a series of 10 sessions facilitated by neurodiverse young people. The program focussed upon teamwork, wellbeing strategies and self-esteem. The year 9/10 students who took part really benefitted from the program. The PEERS program was trialled for our year 7-9 students. The program was specifically tailored so that it was accessible for all of our diverse learners. We observed some encouraging improvements in the wellbeing and social skills of our students, student feedback on the project was positive. The lunchtime clubs proved to be very popular and included 'Junior Dog Trainers, 'Lego Club, 'Bluey Club' and 'Gaming Club'. These successful clubs were run by the therapy team.

Engagement

In 2024 we continued our commitment to providing a safe learning environment by having 3 Engagement and Wellbeing support staff across the school. This increased the ability of staff to effectively support students in a timely manner across the school. The average number of days absent for our students in 2024 was 29 days average per student, as opposed to 27 in 2023. Our 4 year average is 24 days per student. This continues to be an area of work for us. Much to our frustration, students attending therapeutic services within school hours are counted as a part of this data. We continue to meet as a team to ensure that we are supporting each and every student to attend school. We will continue to work with each student and their family to increase our attendance rates. We are proud of the outcomes obtained by our graduating students. The school will continue to engage with our alumni to ensure we provide the best possible outcomes for our students. It was pleasing to see that 77% of our school leavers were completing school and going on to a positive post school placement. We will endeavour to bring this number as close to 100% as possible in 2025 and beyond. Our 4 year average is a very impressive 90%.

Other highlights from the school year

2024 saw many highlights across the school, these include: · Two Year 9 Overnight camps at Blackwood in term 3 · Science incursion (Animals visiting Upper Primary for the day) · School Concert at Karralyka Theatre, Ringwood · Graduation night at Chirnside Park Country Club · Continued growth of our partnership with Interchange (OSHC) · ICan network coming in to our school · ERS Cafe (for both staff and students) · A committed school council (including 2 meetings during the school day where students were able to present to council) · The completion of stage 1 of our building program (Senior wing refurbishment) · Transition sessions for new students/Info sessions for new parents (throughout term 4)

Financial performance

The school ended 2024 with a surplus of $1.1 million. The school received equity funding of $48,586 which was allocated to support the implementation of Respectful Relationships throughout the school. We also received a grant of $150,000 to continue to support the outside school hours care program (OSHC). This grant went to Interchange to cover staffing costs associated with providing extra staff for the students. The school spent over $1 Million in costs for casual relief staff, teachers and education support, over the course of the year. As a result of this large cost for casual staff, the school significantly increased their workforce going into 2025. Whilst this will affect the overall financial position of the school, it will secure the staffing position of the school.

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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 198 students were enrolled at this school in 2024, 39 female and 159 male.

14 percent of students had English as an additional language and 3 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.

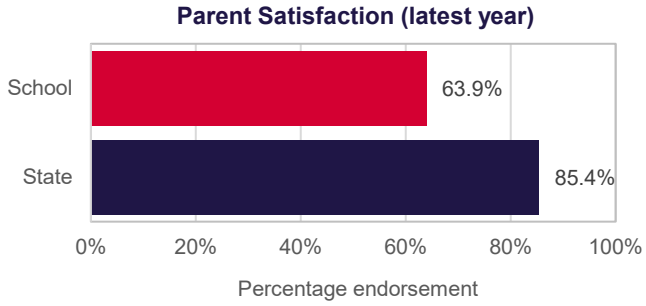
This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	63.9%
State average (specialist schools):	85.4%



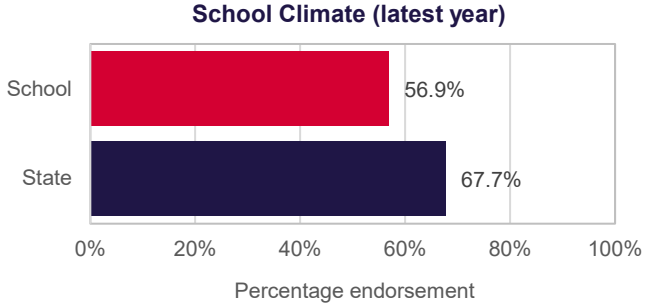
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	56.9%
State average (specialist schools):	67.7%



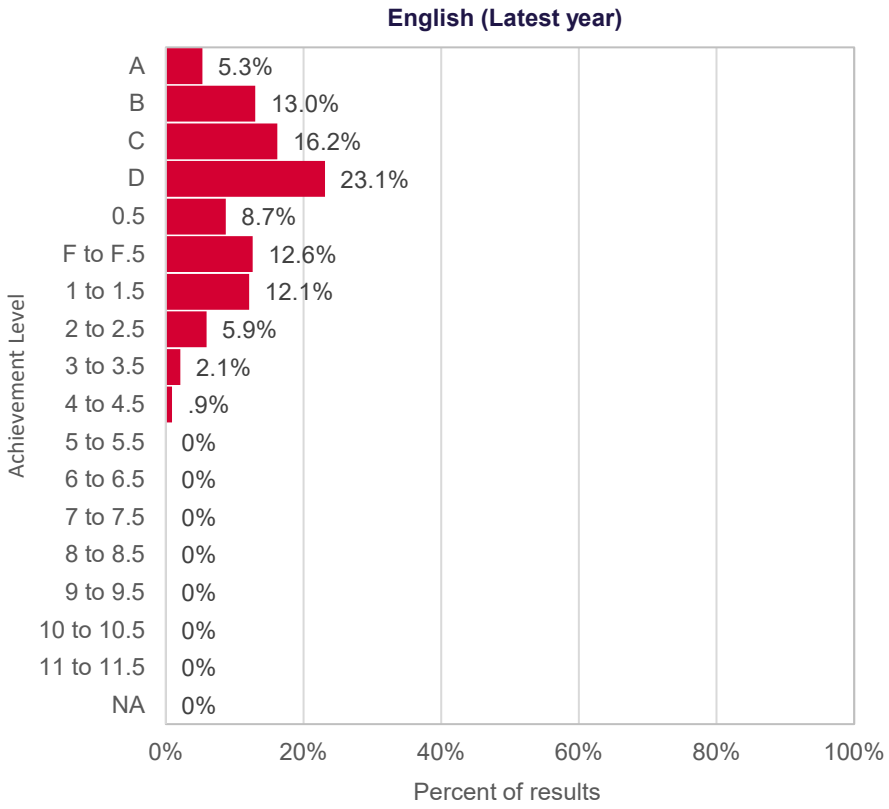
LEARNING

Teacher Judgement of student achievement

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

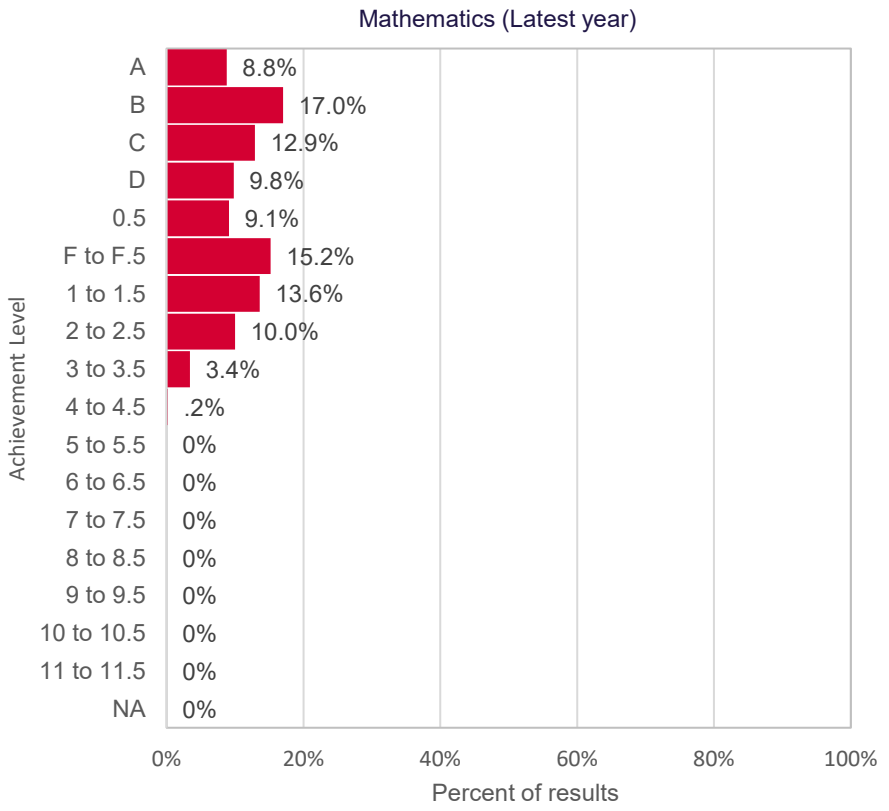
English

Achievement Level	Latest year (2024)
A	5.3%
B	13.0%
C	16.2%
D	23.1%
0.5	8.7%
F to F.5	12.6%
1 to 1.5	12.1%
2 to 2.5	5.9%
3 to 3.5	2.1%
4 to 4.5	0.9%
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 (2024)
A	8.8%
B	17.0%
C	12.9%
D	9.8%
0.5	9.1%
F to F.5	15.2%
1 to 1.5	13.6%
2 to 2.5	10.0%
3 to 3.5	3.4%
4 to 4.5	0.2%
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.

Student Absence	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	100.0%	93.8%	76.5%	NDA	89.8%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	$10,748,444
Government Provided DET Grants	$2,602,536
Government Grants Commonwealth	$21,156
Government Grants State	$447
Revenue Other	$23,224
Locally Raised Funds	$34,435
Capital Grants	$0
Total Operating Revenue	**$13,430,243**

Equity [1]	Actual
Equity (Social Disadvantage)	$48,586
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$48,586**

Expenditure	Actual
Student Resource Package [2]	$9,869,589
Adjustments	$0
Books & Publications	$267
Camps/Excursions/Activities	$28,446
Communication Costs	$13,248
Consumables	$121,852
Miscellaneous Expense [3]	$96,434
Professional Development	$67,985
Equipment/Maintenance/Hire	$171,464
Property Services	$134,061
Salaries & Allowances [4]	$675,173
Support Services	$860,504
Trading & Fundraising	$162,876
Motor Vehicle Expenses	$19,764
Travel & Subsistence	$0
Utilities	$78,856
Total Operating Expenditure	**$12,300,519**
Net Operating Surplus/-Deficit	**$1,129,723**
Asset Acquisitions	**$63,763**

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

(2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$178,057
Official Account	$188,702
Other Accounts	$0
Total Funds Available	**$366,759**

Financial Commitments	Actual
Operating Reserve	$405,155
Other Recurrent Expenditure	$23,954
Provision Accounts	$5,000
Funds Received in Advance	$203,924
School Based Programs	$77,946
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$10,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$725,979**

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