

2017 Annual Report to the School Community



School Name: Sunbury And Macedon Ranges Specialist School

School Number: 5218

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Sunbury and Macedon Ranges Specialist School is the local community school that caters for the needs of individual learners. Our school aims to maximise the intellectual, physical and social potential of each learner through a partnership with parents and carers.

“Empowering students towards independence through a command of social competency, communication and mobility” Sunbury and Macedon Ranges Specialist School is a dual mode school that supports students diagnosed as having an intellectual disability. 47% of students have an IQ of 50 or below and 52 % of students have an IQ of between 50 and 70 and 1% of the students do not have a recognised intellectual disability and are supported here on DET approved alternative placements

Approximately 35% of students have a diagnosis of autism and many students have additional diagnosis’ that include physical disability, social and emotional disorders, vision and hearing impairment and complex medical needs.

A notable indicator of the shifting economic and social factors that impact on our student population lies with the SFOE index that has shifted from .5250 to .5134 in 2017. The school’s socio-economic band value is in the Low- Medium range.

The school has two equally unique campuses. The Primary campus was established in 1998 and is located within Heritage listed buildings in Sunbury. Students between 4.8 years and grade 6 equivalent attend the Primary campus, along with a very small cohort of students of secondary school age.

The Bullengarook Secondary campus was established in 2008 and is on the grounds of what was once a very small and recently closed primary school.

Towards the end of 2017 extensive works took place at the campus that saw the re-positioning of the portable building and the foundations set for capital works into the future.

There is a 25 minute drive separating the campuses and the majority of students access buses funded by the Department of Education and Training.

The school has a fulltime Principal, a Campus Principal at the Secondary campus and an Assistant Principal at the Primary campus. 4 leading teachers work alongside 29.6 equivalent full-time of teaching staff. The teaching staff are supported by 42.96 EFT of education support staff whose roles extend to allied health, administration and classroom support.

Sunbury and Macedon Ranges Specialist School has consolidated itself within its wide DTA catchment as being the "local" community school that specializes in teaching children with an intellectual disability. In 2017 SMRSS became an Autism Connect provider, working closely with the North West Region team.

SMRSS identifies as a “Centre of Expertise”, supporting mainstream schools and early childhood providers, to build inclusive practices for students within Sunbury and Macedon Ranges.

In 2017 enrolments grew to 209.4 students. In 2018 67 students were female and 142 were male and less than 10% of students were of Aboriginal or Torres Strait Islander decent. Less than 10% of students had English as an additional language.

A steady increase in student enrolments occurs annually. There is minimal capacity to continue to enrol students beyond 2019 due to facility constraints. Parent endorsement of the school indicates that 91.91% of parents who responded to the survey agree or strongly agree that they are satisfied with the school. Some 79% of staff who responded to the Staff opinion survey indicated that they agree or strongly agree with the positive school climate, well ahead of the state mean that sits at 63.8%



Framework for Improving Student Outcomes (FISO)

Improvement initiatives selected by the school were in 2 areas – Excellence in teaching and learning within the Building Practice Excellence dimension and in the Community engagement in learning area. Specifically focusing around the building communities dimension.

The work in these areas will help us to achieve our Strategic planning goals that look to improvement student achievement in numeracy and to build the capacity of every student to have optimal independence and to develop social skills and readiness for post school life.

Key improvement strategies in 2017 included building the capacity of school leaders to lead and implement change. A major factor in this was having key members of the leadership team participate in the Bastow Leading Mathematics professional development program. As a PLT they led staff to research and explore whole of school instruction models, develop expectations around best practice and to begin to collect, analyse and use data to inform teaching and learning. Baseline data was collected using ABLES and this will provide future evidence of the efficacy of the work undertaken in 2017.

Further key improvement strategies in 2017 included building the capacity of students to be resilient, socially responsible and respectful in their relationships. 2017 saw SMRSS commence the introduction of the Respectful Relationships program, focusing on curriculum alignment and professional learning for staff. Some really positive data is available to demonstrate the strengthened partnerships with services and employers towards the strategic planning goal for each child to develop readiness for post school options. Data collation through the introduction of baselining the ABLES Personal and social capability tool will provide an opportunity to celebrate improvement in this area into 2018.

Achievement

All students attending Sunbury and Macedon Ranges Specialist school are supported on the Program for students with disabilities and have established individual learning plans that are developed in collaboration with parents annually. Progress towards achievement of these goals are reported to formally at mid -year and end of year. The teachers and parents monitor progress towards these goals and have the opportunity to discuss the ILP at a minimum of 4 times per year.

In 2016 teachers assessed their student's progress against the Victorian Curriculum F-10. The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 meant that the proportion of students working at or above expected standards at a school is now able to be compared to the 2017 data.

The school introduced a whole of school approach to the delivery of literacy in 2014 and in 2016 established a professional learning team to drive school improvement in the area of mathematics.

Data sets now available across the school indicate that in 2016 8% of students were working at F-F.5 level in the area of Literacy. In 2017 data indicated that 20% of students were working at this level.

In the area of mathematics in 2016 8% of students were working at F-F.5 level and in 2017 10.2% of students were working at Foundation level.

The 2017 Staff survey results indicated that 83% of staff endorsed the professional learning targeted at improving literacy.

The overall school score % endorsement being 91.0% compared to all special schools at 69.9%



Engagement

In 2017 an increased focus remained on supporting students who were at risk of disengaging from school. Individual learning pathways have been broadened, extending links to out of school options. This is consistent with our second major Strategic planning goal that is to, “Build the capacity of every student to have optimal independence and to develop social skills and readiness for post school life.” The appointment of the social worker who works closely with the allied health team and class teachers and school leaders has led to an increase in student engagement however this is not reflected in attendance data sets due to an increase in students who have significant absences due to ill health. Student absences increased from 24.4 days in 2016 to 26 days on average in 2017. A change of school policy in 2018 where school contact is made on a daily basis with families will hopefully help to reinforce to families the importance of regular school attendance. For those students who have chronic absences due to ill health every effort is made to work with families and hospital teaching staff as appropriate.

100% of all exiting students went on to further studies, employment or placement with a post school option provider.

Overall parent satisfaction with the school increased to 91.91 % up from 80% in 2016.

Wellbeing

The wellbeing of staff and students is core to the values and actions of SMRSS. In 2017 the focus on staff wellbeing was supported by the implementation of a new Professional Care Policy. A suite of professional learning programs were enthusiastically taken up by staff and these included but weren't limited to , Understanding Mental Health , Berry Street Model, Resilience Project and Mental Health First Aid Training. The school introduced Respectful Relationships and established in a local school network as well as a special school network. This work has led to the establishment of a new Wellbeing team and a goal to introduce a new curriculum in the area of health and human relations in 2018.

81.8% of all staff responded positively to the School staff safety and wellbeing module of the staff opinion survey. This compared favourably to all other special schools , 61.5%

For more detailed information regarding our school please visit our website at
[enter web address here]



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 209 students were enrolled at this school in 2017, 67 female and 142 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 1 percent 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>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>	<div data-bbox="544 324 1422 795"> <p>Results: English</p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>5%</td></tr> <tr><td>B</td><td>12%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>18%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>20%</td></tr> <tr><td>1 - 1.5</td><td>14%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="544 817 1422 1332"> <p>Results: Mathematics</p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>11%</td></tr> <tr><td>C</td><td>12%</td></tr> <tr><td>D</td><td>20%</td></tr> <tr><td>0.5</td><td>6%</td></tr> <tr><td>F - F.5</td><td>14%</td></tr> <tr><td>1 - 1.5</td><td>19%</td></tr> <tr><td>2 - 2.5</td><td>7%</td></tr> <tr><td>3 - 3.5</td><td>6%</td></tr> <tr><td>4 - 4.5</td><td>2%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	5%	B	12%	C	15%	D	18%	0.5	5%	F - F.5	20%	1 - 1.5	14%	2 - 2.5	10%	3 - 3.5	0%	4 - 4.5	1%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	2%	B	11%	C	12%	D	20%	0.5	6%	F - F.5	14%	1 - 1.5	19%	2 - 2.5	7%	3 - 3.5	6%	4 - 4.5	2%	5 - 5.5	1%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
Level	Percentage																																																																												
A	5%																																																																												
B	12%																																																																												
C	15%																																																																												
D	18%																																																																												
0.5	5%																																																																												
F - F.5	20%																																																																												
1 - 1.5	14%																																																																												
2 - 2.5	10%																																																																												
3 - 3.5	0%																																																																												
4 - 4.5	1%																																																																												
5 - 5.5	0%																																																																												
6 - 6.5	0%																																																																												
7 - 7.5	0%																																																																												
8 - 8.5	0%																																																																												
9 - 9.5	0%																																																																												
10 - 10.5	0%																																																																												
11 - 11.5	0%																																																																												
NA	0%																																																																												
Level	Percentage																																																																												
A	2%																																																																												
B	11%																																																																												
C	12%																																																																												
D	20%																																																																												
0.5	6%																																																																												
F - F.5	14%																																																																												
1 - 1.5	19%																																																																												
2 - 2.5	7%																																																																												
3 - 3.5	6%																																																																												
4 - 4.5	2%																																																																												
5 - 5.5	1%																																																																												
6 - 6.5	0%																																																																												
7 - 7.5	0%																																																																												
8 - 8.5	0%																																																																												
9 - 9.5	0%																																																																												
10 - 10.5	0%																																																																												
11 - 11.5	0%																																																																												
NA	0%																																																																												



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"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>24.7</td> <td>23.8</td> <td>24.4</td> <td>26.0</td> <td>24.7</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	24.7	23.8	24.4	26.0	24.7
Year	2014	2015	2016	2017	4-year average								
Average absence days	24.7	23.8	24.4	26.0	24.7								
<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"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>ND</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	ND	ND	100.0	100.0	100.0
Year	2014	2015	2016	2017	4-year average								
% of students to further studies or employment	ND	ND	100.0	100.0	100.0								



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*'?

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.



Financial Performance and Position

Financial performance and position commentary

Sunbury and Macedon Ranges Specialist School maintains a reasonably strong financial position as evidenced by the net operating surplus of \$308,869 for the year ending December 31st 2017. The program for students with disabilities enables funding provided for each student to be able to be transferred with students should they leave the school. For this reason it is important to maintain a budget that allows this to happen without impacting on overall school provision. There is some significant variation from the 2016 end of financial position. This is in part to do with a school council decision to keep to a minimum works around the school in 2017. This was due to the commencement of a building project, overseen by the VSBA that was in the planning and early implementation phase in 2017.

In 2017 equity funding directed to the school of some \$40, 903 was entirely directed to offset the wage of a fulltime Social Worker appointed to the school in 2016.

It is prudent to acknowledge that locally raised funds include all parent contributions that are voluntary. The school has tax deductible gift recipient status and as such any contributions made to the school are tax deductible.

An increase in funds directed to Professional Development is consistent with the increase of staff as the school continues to grow. The specific needs of each child are carefully considered at the point of enrolment and reviewed continuously. The growth in numbers of students enrolled who have complex medical needs and require specialised training is a contributing factor in the increase of expenditure directed towards medical training.

School Council determined the funds would be maintained in the High Yield Investment Account and would be kept in reserve to re-instate the playground and re-establish works such as the Horticulture Centre following the completion of works as part of the building project.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,417,250	High Yield Investment Account	\$355,228
Government Provided DET Grants	\$1,278,450	Official Account	\$14,832
Government Grants Commonwealth	\$2,755	Other Accounts	\$150,302
Government Grants State	\$13,075	Total Funds Available	\$520,361
Revenue Other	\$19,494		
Locally Raised Funds	\$161,614		
Total Operating Revenue	\$7,892,638		
Equity¹			
Equity (Social Disadvantage)	\$40,903		
Equity Total	\$40,903		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,334,303	Operating Reserve	\$197,459



Books & Publications	\$608	Asset/Equipment Replacement < 12 months	\$44,000
Communication Costs	\$22,156	Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$107,156	Maintenance - Buildings/Grounds incl SMS<12 months	\$48,102
Miscellaneous Expense ³	\$183,409	Revenue Received in Advance	\$11,432
Professional Development	\$40,444	School Based Programs	\$2,917
Property and Equipment Services	\$298,609	Other recurrent expenditure	\$211,452
Salaries & Allowances ⁴	\$461,559	Total Financial Commitments	\$520,361
Trading & Fundraising	\$52,728		
Travel & Subsistence	\$44,625		
Utilities	\$38,173		

Total Operating Expenditure	\$7,583,769
------------------------------------	--------------------

Net Operating Surplus/-Deficit	\$308,869
---------------------------------------	------------------

Asset Acquisitions	\$10,615
---------------------------	-----------------

- (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 05 March 2018 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.