

2018 Annual Report to The School Community



School Name: Sunbury And Macedon Ranges Specialist School (5218)



- 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 2018 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 08 April 2019 at 08:02 AM by Joanne Nolan
(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 2018 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 08 April 2019 at 01:34 PM by Mark Davies (School
Council President)

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 50% of students have a diagnosis of autism as well as intellectual disability and many students have additional diagnosis’ that include physical disability, social and emotional disorders, vision and hearing impairment and complex medical needs.

The student population lies with the SFOE index that has shifted from .5134 to .4965 in 2018. The school’s socio-economic band value remains 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.

In 2018 a Capital Works project saw the establishment of a new building that has enabled an improved approach at allied health and support services. In 2018 the Primary campus was provided with further funding of around \$10million to commence development of Heritage listed buildings, currently not renovated that sit adjacent to the Primary campus. The project will commence in 2019.

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.

Extensive works have taken place at the campus over the past 2-3 years that has seen the re-positioning of the portable buildings and the foundations set for a significant Capital Works program that that was funded in 2018. A building project costing around \$5million will commence in 2019.

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 32.04 equivalent full-time of teaching staff. The school has a learning specialist who works across the school with a focus on building Inclusion practices. The teaching staff are supported by 46.39 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 specialises 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 to support students within Sunbury and Macedon Ranges.

In 2018 enrolments grew to 223 students. In 2018 69 students were female and 154 were male and less than 3% of students were of Aboriginal or Torres Strait Islander decent. Less than 3% of students had English as an

additional language.

Parent endorsement of the school indicates that 85.3% of parents who responded to the survey agree or strongly agree that they are satisfied with the school.

Some 76.4% 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 64.9%

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 improve 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. This was a major focus in 2018. 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 provided 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 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 four 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 annually.

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 using the same model.

Data sets now available across the school indicated 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 2018 17.1% of students were working at this level. It is noted that in 2016 51.5% of students were working at Foundation level or above across the school and in 2018 this percentage rose to 57.7%.

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 F-F.5 yet in 2018 17.1% of students were working at this level. Importantly it is noted that in 2016 56.9% of students were working at foundation level or above and in 2018 62.9% of students were working at Foundation level or above.

The 2018 Staff survey results indicated that 80% of staff endorsed the professional learning that was targeted at improving numeracy across the school. The overall school score percentage endorsement significantly higher than the endorsement across the state in the area of professional learning that was 70%.

Engagement

In 2018 an increased focus maintained 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 school established a wellbeing team in 2018. The team works with the social worker and includes teachers and principal class staff members. In 2018 a priority area was to develop the Health and Human Relations Curriculum. This incorporates elements of the Rights, Responsibilities and Respectful Relationships program along with the Victorian curriculum. The school introduced the Drumbeat program across the school also to support students to develop social and emotional resilience.

In 2018 the school was able to embed a common approach to augmentative communication within each classroom. A number of students have augmentative communication supports in place on an individual basis however the whole of school adoption of the PODD book sees staff and student engagement increase across the school.

Student absence data reflects an increase in student absences, increasing from the average number of days absent in 2017 at 26 days per student to 26.8 days per students. Despite a change of school policy in 2018 where school contact is made on a daily basis with families that was hoped to reinforce to families the importance of regular school attendance. A large number of students do have chronic absences due to ill health and every effort is made to work with families and hospital and teaching staff as appropriate.

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

Wellbeing

The wellbeing of staff and students is core to the values and actions of Sunbury and Macedon Ranges Specialist School.

In 2018 the focus on staff wellbeing was supported by the implementation of a new Professional Care Policy. Towards the end of 2018 the school began to look closely at the notion of working within professional learning communities that would ultimately minimise the scope of existing teams with the view that the wellbeing of students and staff would ultimately be more within the range of site.

In 2018 the establishment of the Wellbeing team, coinciding with the development of a Health and Human Relations curriculum tailored to the needs of the SMRSS community led to a seamless yet purposeful alignment, responding to and incorporating wellbeing needs being addressed within the curriculum.

Teachers were provided with excellent professional learning in the area and with the mentorship from experienced staff implemented a curriculum in a whole school approach. The role of wellbeing teacher being extended across the primary campus in 2019.

Professional learning in the area of trauma informed practice was extended in 2018 to include the wellbeing and leadership teams and this commitment will extend into the future.

The school has a well established approach to developing school wide positive behaviours and in 2018 we proudly shared our approach with network mainstream colleagues. In 2018 we introduced the Zones of

Regulation, expanding upon the work of the Allied Health team who introduced this as a trial in 2017. The sharing of the approach with families being an element and along with the SWPBS program ,we see a common language being used by staff, students and now some parents also.

79.9% 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 , 69.9%

Financial performance and position

The financial position of the school was somewhat less positive at the end of 2018 as compared to the end of the 2017 The financial position of the school as at 31st December 2018 saw the total funds available at \$233,236 as compared to \$520,361 as at the end of 2017.

It should be noted that the school was engaged in a significant building project throughout 2018, overseen by the VSBA.

In 2017 School Council determined 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. Some funds, totalling around \$90,000 were to be reimbursed to the school and subsequently were early in 2019 and this accounted for some of the difference of funds held within the High Yield Investment Account between 2018 and 2019.

The school directed funds towards teacher salaries with the focus on curriculum development in 2018. This saw the school achieve the development of a Health and Human relations curriculum and also the implementation of the RRRR initiative in a considered and sustainable manner.

Whilst the total operating revenue increased from \$7.892,636 in 2017 to \$8,636,379 in 2018 the actual expenditure increased by over \$1.1million dollars and this too accounts for the variation from 2017 to 2018.

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.

In 2018 equity funding directed to the school of some \$42, 914 was entirely directed to offset the wage of a fulltime Social Worker .

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.

For more detailed information regarding our school please visit our website at
www.smrss.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 223 students were enrolled at this school in 2018, 69 female and 154 male.

np 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) 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.3	89.3	81.5	95.1

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.4	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level		Percent	Percent
A		2.3	1.7
B		8.2	8.2
C		10.5	7.3
D		16.2	18.4
0.5		5.1	2.3
F		9.9	12.2
F.5		7.2	4.7
1		5.5	7.0
1.5		9.1	7.9
2		8.0	8.7
2.5		4.0	7.6
3		7.6	5.8
3.5		2.1	4.1
4		1.5	0.6
4.5		0.8	0.9
5		0.6	1.7
5.5		0.2	0.9
6		1.0	
6.5		0.2	
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

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	2015	2016	2017	2018	4 year average
Average number of absence days	23.8	24.4	26.0	26.8	25.3

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	np	100.0	100.0	100.0	100.0

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$7,430,988
Government Provided DET Grants	\$883,539
Government Grants Commonwealth	\$4,844
Government Grants State	\$12,225
Revenue Other	\$93,585
Locally Raised Funds	\$211,198
Total Operating Revenue	\$8,636,379

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,914
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,914

Expenditure	Actual
Student Resource Package ²	\$7,207,909
Adjustments	\$0
Books & Publications	\$862
Communication Costs	\$12,238
Consumables	\$122,903
Miscellaneous Expense ³	\$240,924
Professional Development	\$35,814
Property and Equipment Services	\$322,590
Salaries & Allowances ⁴	\$506,670
Trading & Fundraising	\$85,271
Travel & Subsistence	\$51,585
Utilities	\$46,906
Total Operating Expenditure	\$8,633,672
Net Operating Surplus/-Deficit	\$2,707
Asset Acquisitions	\$59,858

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$61,432
Official Account	\$16,387
Other Accounts	\$155,417
Total Funds Available	\$233,236

Financial Commitments	Actual
Operating Reserve	\$214,898
Other Recurrent Expenditure	\$10,838
Provision Accounts	\$0
Funds Received in Advance	\$12,278
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$238,014

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in two key areas:

Achievement

Student achievements in

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

WHAT IS THE MEANING OF 'DATA NOT AVAILABLE' OR 'NP'?

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

'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').