

2019 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 2019 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 25 May 2020 at 04:11 PM by Joanne Nolan (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 July 2020 at 04:47 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. 57% of students have an IQ of 50 or below and 42 % 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 .4965 to .4892 in 2019. 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 2019 a Capital Works project was opened and this included 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.

Throughout 2019 project planning for the new facilities continued that will provide additional specialist and classroom facilities, the project will commence in 2020 with a likely completion date of 2021.

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 was funded in 2018. A building project funded at around \$5million commenced in 2019. The building project is set to be completed at the end of 2020 and will include a new administration area adjacent to an indoor multi-purpose room, a music room, toilets and industrial kitchen are all contained within the new large building. Additional works include an art room, materials technology facilities, one for automotive programs and the other for mechanical programs. The building project will include a transformation of the existing multi-purpose room into staff facilities.

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 worked alongside 40.5 equivalent full-time teaching staff. The school has 2 learning specialists who work across the school. The teaching staff were supported by 51.6 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 2019 enrolments grew to 242 students, an additional 20 students joined the school throughout the year. By the end of 2019 the percentage of male students was 71% and the percentage of female students was 29%. In 2019 71 students were female and 171 were male and 4% of students were of Aboriginal or Torres Strait Islander descent and 2% of students had English as an additional language.

Parent endorsement of the school indicates that 94% of parents who responded to the survey agree or strongly agree that they are satisfied with the school, compared to the state medium of 88.6%. Some 75.4% 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 2019 included building the capacity of school leaders to lead and implement change. A major factor in this was the introduction of Professional Learning Communities with training carried out for the leadership team in Instructional Leadership to lead PLCs. As PLCs led by an instructional leader the members worked on improving numeracy planning and outcomes for students. The teams implemented HITS (High Impact Teaching Strategies) and a school wide two year Mathematics Scope and Sequence. The Learning Specialists led the development of a school instruction model to improve and consolidate Mathematics teaching. From 2018 to 2019 16% of students had achieved one level or more growth in Numeracy as measured by the ABLEs Assessment Tool. Further key improvement strategies in 2019 included building the capacity of students to be resilient, socially responsible and respectful in their relationships. SMRSS commenced the introduction of the Respectful Relationships program, focusing on curriculum alignment and professional learning for staff. This has continued to be a major focus in 2019. 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. 100% of graduating students in 2019 continued on with further education and into the work force. During 2019 14% of students exceeded one level or more of growth in their Personal and social capability as measured by the ABLEs assessment tool.

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. In 2019 15%

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 2019 45% of students were working at Foundation or above

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.2019 - F- 18.1%

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. In 2019 students working at Foundation level and above students sat at 60.3 %

The 2019 Staff survey results indicated that 79% 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%.

Coherence - remains steady despite focus on PLC at 83% state at 73% in 2019

Engagement

In 2019 we continued our focus on maintaining and 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 established school wellbeing team in 2019 continued to work with the social worker, teachers and principal class staff members to improve outcomes for at risk students.. In 2019 a priority area was to embed the Health and Human Relations Curriculum which incorporates the Rights Responsibilities and Respectful Relationships program along with the Victorian Curriculum and to introduce the Zones of Regulation and Social Thinking Programs school wide.

The school continued with the Drumbeat program across the school to support students to develop social and emotional resilience and trained a further two facilitors to implement the program at the Primary campus.

In 2019 the school continued to facilitate 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 saw staff and student engagement increase across the school. Professional Learning was provided for all staff in the use of AAC.

Student absence data reflected an decrease in student absences, decreasing from the average number of days absent in 2018 at 26.8 days per student to 24.6 days per students.

In 2018 the school introduced daily contact with families with an absent student and has reinforced 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. 2019 days of absence improved and it was recorded as 24.6 days per student ,which has been terrific to see and demonstrates the effectiveness of the change to policy/process.

100% of all exiting students went on to further studies, employment or placement with a post school option provider.- no data submitted for 2019 however 100% was recorded locally.

Wellbeing

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

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 2019 five Professional Learning Communities were introduced at SMRSS. Two at the Secondary campus and three at the Sunbury campus. The PLCs worked on Action Plans to improve student learning and Wellbeing.

In 2019 the established Wellbeing team, continued with the implementation of a Health and Human Relations curriculum tailored to the needs of the SMRSS community. SMRSS has now become a lead school for RRRR.. Teachers were provided with excellent professional learning in the area and with the mentorship from experienced staff continued to embed 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 concluded in 2019 for the wellbeing and leadership teams and this commitment will be extended to more staff into the future.

The school has a well established approach to developing school wide positive behaviours and in 2019 we offered the opportunity for local teachers and ES to attend Professional Learning offered by our staff. In 2019 we continued to embed the Zones of Regulation, expanding upon the work of the Allied Health team, who also introduced the Social Thinkers program on the Primary Campus with the intention of introducing it to the Secondary campus in 2020.

In 2019 77% of all staff responded positively to the School staff safety and wellbeing module in the staff opinion survey. This compared favourably to all other special schools in the state where 56% of staff indicated they felt positive in the area of school staff safety and wellbeing.

Financial performance and position

The financial position of the school was somewhat more positive at the end of 2019 as compared to the end of the 2018.

The financial position of the school as at 31st December 2019 saw the total funds available at \$665,660 as compared to \$233,236 as at the end of 2018.

It should be noted that the school is engaged in two significant building projects throughout 2019, overseen by the VSBA.

School Council determined funds would be maintained in the High Yield Investment Account and would be kept in reserve to re-establish works such as the Horticulture Centre following the completion of works as part of the building project. Given the complexity of the project at the primary campus and the variables that may be unearthed given the heritage overlay of the buildings it is appropriate to be keeping reserves to address any possible shortcomings.

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.

The total operating revenue increased from \$8,636,379 in 2018 to \$9,392,067 in 2019, the actual expenditure increased to \$8,676,954.

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 2019 equity funding directed to the school of some \$53,352 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 222 students were enrolled at this school in 2019, 65 female and 157 male.

2 percent of students had English as an additional language and 4 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)	94.0	88.6	83.0	93.9

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)	75.4	64.9	56.9	73.7

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	Percent
A	8.0		7.5
B	9.7		8.9
C	12.6		12.3
D	18.8		15.2
0.5	5.8		5.8
F	8.0		11.6
F.5	7.0		6.5
1	7.2		10.4
1.5	8.0		3.9
2	4.3		6.5
2.5	2.7		1.7
3	2.9		3.4
3.5	1.0		1.9
4	0.5		0.5
4.5	1.2		
5	0.2		0.7
5.5	0.7		1.0
6	0.2		1.7
6.5	1.2		0.5
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	2016	2017	2018	2019	4 year average
Average number of absence days	24.4	26.0	26.8	24.6	25.5

Students exiting to further studies or full-time employment

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

Student Exits	2016	2017	2018	2019	4 year average
Percent exiting to further studies or full-time employment	100.0	100.0	100.0	np	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, 2019

Revenue	Actual
Student Resource Package	\$7,554,746
Government Provided DET Grants	\$1,476,289
Government Grants Commonwealth	\$7,604
Government Grants State	\$12,225
Revenue Other	\$184,371
Locally Raised Funds	\$156,833
Capital Grants	\$0
Total Operating Revenue	\$9,392,067

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,352
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,352

Expenditure	Actual
Student Resource Package ²	\$7,287,982
Adjustments	\$0
Books & Publications	\$195
Communication Costs	\$13,049
Consumables	\$127,537
Miscellaneous Expense ³	\$258,901
Professional Development	\$30,343
Property and Equipment Services	\$250,687
Salaries & Allowances ⁴	\$552,056
Trading & Fundraising	\$64,124
Travel & Subsistence	\$45,899
Utilities	\$46,173
Total Operating Expenditure	\$8,676,945
Net Operating Surplus/-Deficit	\$715,122
Asset Acquisitions	\$54,865

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$515,945
Official Account	\$32,514
Other Accounts	\$117,200
Total Funds Available	\$665,660

Financial Commitments	Actual
Operating Reserve	\$213,159
Other Recurrent Expenditure	\$28,934
Provision Accounts	\$0
Funds Received in Advance	\$19,018
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	\$60,000
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	\$321,111

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 26 Feb 2020 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').