

2014 Annual Report to the School Community

Yarra Ranges Special Developmental School

School Number: 5246



Name of School Principal:

Janet Taylor

Name of School Council
President:

David Read

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Mount Evelyn SDS became Yarra Ranges SDS in November this year. Yarra Ranges Special Developmental School caters for school aged students who have a moderate to profound intellectual disability and our Early Education program for preschoolers with a developmental delay. Many students have additional disabilities including ASD or physical disabilities.

We provide personalised programs developed in partnership with parents/carers. Our programs are based on current evidence based practice and are aimed at maximising outcomes and life quality by empowering our students with the confidence to fulfil their potential. Our underlying principles include high expectations, inclusion, learning to learn, community engagement, and being focused on the future. The multidisciplinary team - teachers, therapists and education support staff - work together to plan, implement and evaluate the students' individual programs.

Yarra Ranges SDS has 61 equivalent fulltime staff consisting of 2 principal class officers, 21 teachers, 38 Education support staff, (including classroom support, speech pathologists, physiotherapist, occupational therapist, music therapist, nurses and administration staff). Over 85% of our teachers have or are working towards recognised qualifications in Special Education. The school benefits from a large staff that are highly experienced and qualified in special education.

The school is divided into 4 sections: Early Years including our Early Education program, Juniors, Middle Years and Seniors.

The current curriculum is based on AusVELS for the 5 to 16 year old students in addition to a specially developed program for the students in their final 3 years of school. Our curriculum seeks to maximise individual potential in all areas especially communication but with a life/work skills focus for the senior students. Four of our senior students completed the Certificate III in Warehousing.

Positive behaviour support is embedded across the school to maximise life quality through environmental and positive supports, and skill development.

In 2014 our media teacher Shane Spence, was a finalist in the Victorian Teaching Education Excellence Awards for his work in developing a TV studio at the school as well as a daily live program known as METV. He was a finalist in the Lindsay Thompson award category and he won the Victorian Teachers Mutual bank Teacher of the Year- Disability and Additional Needs.

Linda Garland, our Family Support Coordinator, was also a finalist in the Education Support award category.

Support groups, outside school hours care; interagency collaboration and welfare programs enhance the school's assistance for students within their family and community groups. The Department of Human Services funds a successful school based vacation respite.

Achievement

All students at Yarra Ranges SDS have an Individual Education Plan (IEP). Teaching staff met with parents / carers in the first five weeks of term one with IEP's being distributed by the end of term one. The Individualised Education Plan enhances student engagement. Our Senior students were actively involved in decision making regarding their goals. We moved from a random set of goals across all curriculum areas, developed in conjunction with parents /carers and therapists, to three key goals which underpin learning across all learning area domains. Early Education staff use the Victorian Early Years Framework as the basis for teaching and reporting. AusVELS is implemented across the school with students in their final years of schooling using a purpose designed Senior Curriculum. Our Leading Teacher led a consortium of schools in the development of the Senior Pathways Curriculum.

The school assesses student learning in June and November using the ABLES assessment tool. Early in 2014 the Mount Evelyn SDS Assessment package was developed and implemented to assess student skill level in the AusVELS domains: English, Mathematics, Personal, Physical and Social Learning and Information and Communications Technology.

Only 38% of the possible respondents participated in the Parent Opinion Survey in 2014. The 2014 Parent Opinion Survey has shown improvement in the areas of: student safety, connectedness to peers, student motivation, school connectedness and program support group.

We continued to build the capacity of staff to deliver engaging programs by providing professional development directly linked to our Strategic Plan. We continued to focus on our implementation of School Wide-Positive Behaviour Support.

Annual refresher training was provided by speech pathologists in Picture Exchange Communication System (PECS), Aided Language Displays (ALDs) and Pragmatic Organisation Dynamic Displays (PODD). Speech Pathologists also delivered training programs for all adult providers in the use of PODD and completed a communication audit. Therapy staff trained and implemented the 'Learn to Play' program in The Junior Section and Early Education.

Our staff accessed a range of high quality professional learning including mandated and on-line training. The Leadership team undertook targeted PD and min observations were undertaken routinely by team leaders. The Leadership team led teachers towards the building of a consistent structure of accountability with a particular focus on assessment, planning (work programs and individual student programs) and reporting. Teacher Therapy meetings had a focus on discussions around planning, pedagogy and collaborative teaching practices. Teachers began to plan collaboratively in specific areas e.g. SoSAFE! At the commencement of the year a PD was held on writing SMART goals. A review of the school Performance and Development Process was conducted and documentation aligning them with the new DET process and standards implemented.

All Program for Students with a Disability students showed progress at a satisfactory or above in achieving their individual goals.

Engagement

Yarra Ranges SDS continued to maintain a strong focus on student and family welfare. A Family Support Co-ordinator is employed two days per week to work with families, students and staff. With the Family Support Co-ordinator's assistance the Parent Group has been re-activated and a fortnightly newsletter from the co-ordinator keeps families informed. Therapists support families with equipment acquisition and funding applications.

An open door policy is actively promoted within the school. Parents participated in Education Week open days, Family Fun Nights, weekly assemblies, presentations and Specific family days involving all school age students were held: Sports Day, Sustainability and Tree Planting Day.

The implementation of SW-PBS continued across the school and included the employment of a behaviour analyst who worked with staff and families.

Information sessions for parents and carers were provided on SoSAFE!, Menstrual Management and Father /Son Mother / Daughter nights conducted by Family Planning Victoria, Positive Behaviour Support, PODDS and Futures for Young Adults. A My Time group was also established, providing a place for parents and carers to socialise, to discuss, to get information, and to support and be supported by other carers.

An information handbook was developed for parents and distributed. A calendar of term events with key dates is published in every newsletter. The newsletter contains regular class items from all sections of the school with feature articles on special events.

All students are provided with the opportunity to be involved with meTV. The Gardening program continued, including a wheelbarrow garden competition to select an entry for the Royal Melbourne Show. Regular whole school assemblies were established and whole school events such as Sports Day and Environment and Sustainability Day are highly engaging. Yarra Hills Secondary College students are involved in and / or assist with sports day and community service at Yarra Ranges SDS.

A range of new programs were introduced across the school including:

- Little Learners Love Literacy
- Sunshine On Line
- Athletics
- Reading Eggs

Curriculum electives were introduced in the Senior Curriculum to engage students and provide students with the opportunity to make choices. The Advance program was extended to include all students in the Senior Section. Senior students accessed their swimming programs in a variety of community pools. Documents and processes for post-school transitions were reviewed.

Processes for camps were updated. The number and duration of camps offered was increased, and location was expanded.

A student leadership team is now elected annually with clear responsibilities. The team attended a Student Leadership Camp early in the year. Inclusion programs are offered at prep level at Mount Evelyn Primary School and our upper Middle School students are involved in regular sessions at Yarra Hills Secondary College.

Wellbeing

SoSAFE! was implemented throughout the school with most success in the Middle and Senior sections of the school. Opportunities for students to complete School Based Apprenticeship Training, work Experience in the community and school based were increased. Students accessed community programs and programs in the community. The whole school was involved with the Mooroolbark Red Earth festival through our Arts program and Senior Students participate in the Drama group with the Melba Centre.

Information sessions were held in term one outlining day placement options and respite for students post-school. Parents were supported to visit day placement options. Local adult day placement services visited Yarra Ranges SDS, met students and spoke to staff from the Senior area. Students were supported in their transition to their post school placement.

Information was provided to Early Education Program families / carers regarding options for school and the application for funding process.

Parent teacher interviews were held in term two to review student progress and at any other time on parent or teacher request.

Transition was well planned and extensive; it included a full day in the final week of the year. Teaching staff updated transition documentation for end of year handover. Feedback was sought from all families in relation to the transition process.

The enhanced camp program was endorsed by parents. The camp program promotes independence and responsibility for all students, also providing an opportunity to generalise many skills.

Productivity

Yarra Ranges SDS ensured that a contingency sum was invested at the beginning of the year for the following year. Major projects were undertaken: retiling our hydrotherapy pool, upgrading our junior playground, five year painting program developed and year one completed, the replacement of aging shade sails.

A number of teachers were supported to complete their Special Education qualifications and three scholarships were awarded to teaching staff to complete their Professional Certificate (ASD) from Eastern Ranges Special School.

Staff meetings focused on professional development and covered topics such as: SW-PBS, PECS, PODDS, Learn to Play, Sensory Integration, Video modelling, Structured Teaching.

meTV continued to engage students from Yarra Ranges SDS and statewide through the daily broadcast. meTV supports SW-PBS through peer modelling and endorsement of our school values.

Classroom environments and staffing have been realigned with a focus on promoting independence for our students.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 126 students were enrolled at this school in 2014, 35 female and 91 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



How to read the Performance Summary

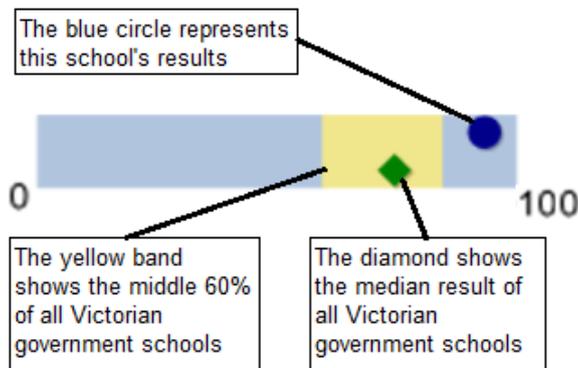
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

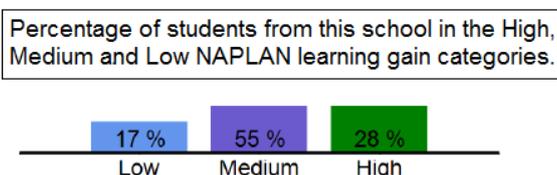
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,342,890
Government Provided DE&T Grants	\$586,847
Government Grants Commonwealth	\$21,313
Government Grants State	\$147,828
Revenue Other	\$25,265
Locally Raised Funds	\$126,722
Total Operating Revenue	\$5,250,864

Funds Available	Actual
High Yield Investment Account	\$79,642
Official Account	\$23,488
Other Accounts	\$122,205
Total Funds Available	\$225,334

Expenditure	
Student Resource Package	\$4,182,949
Books & Publications	\$1,066
Communication Costs	\$6,111
Consumables	\$55,837
Miscellaneous Expense	\$267,201
Professional Development	\$32,826
Property and Equipment Services	\$318,096
Salaries & Allowances	\$391,688
Trading & Fundraising	\$1,021
Travel & Subsistence	\$19,225
Utilities	\$45,741
Total Operating Expenditure	\$5,321,761

Financial Commitments	
Operating Reserve	\$166,947
Capital - Buildings/Grounds incl SMS<12 months	\$17,000
School Based Programs	\$22,918
Region/Network/Cluster Funds	\$12,275
Other recurrent expenditure	\$6,194
Total Financial Commitments	\$225,334

Net Operating Surplus/-Deficit	(\$70,897)
Asset Acquisitions	\$0

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The \$70,897 deficit depicted above represents a significant over-run on the school's emergency staffing budget which was incurred locally at school level. This was the result of a small number of employees taking long term sick leave and a number of minor Work Cover claims which resulted in time lost and staff replacement costs. Whilst staff on Work Cover leave receive weekly payments from the Department's insurer, the school must still meet the cost of replacement staff. This over-run has been offset with a credit balance on the Department's credit-based staffing budget of approximately \$150,000, resulting in an overall net **gain** of \$89,044.

Teacher Assessment of Student Progress (PSD students)

School no: 5246
School name: Yarra Ranges Special Developmental School
Explanation: Teachers assess their students' progress against the 8 VELS Domains using a 6-point scale (students in special schools and those who cannot be assessed against the VELS).
Source of data: Data transmitted from school to DEECD via an online web-form.

	No progress (%)	Little progress (%)	Satisfactory progress (%)	Good progress (%)	Very good progress (%)	Excellent progress (%)	Total students assessed ¹ (no.)
2010							
English	1		4	74	20	1	117
Mathematics	1	1	3	75	20	1	117
Science							
ICT	2		4	72	16	6	117
The Arts	1		2	75	15	7	117
H&PE	2		3	66	26	3	117
Civics & Citizenship							
2011							
English			8	77	15		115
Mathematics			9	83	8		115
Science							
ICT			9	77	14	1	115
The Arts		1	9	77	14		115
H&PE		1	6	71	22		115
Civics & Citizenship							
2012							
English							
Mathematics							
Science							
ICT							
The Arts							
H&PE							
Civics & Citizenship							
2013							
English		1	20	59	19	1	116
Mathematics		1	22	63	15		116
Science							
ICT		2	9	58	23	8	116
The Arts		1	12	74	12	1	116
H&PE		2	10	69	19		116
Civics & Citizenship							
2014							
English			18	55	26	1	77
Mathematics			17	58	21	4	77
Science			8	68	14	10	77
ICT			6	65	23	5	77
The Arts			5	78	17		77
H&PE			12	44	42	3	77
Civics & Citizenship			17	48	31	4	77
2011 sds state benchmarks							
English	0	3	18	47	24	8	
Mathematics	1	4	22	47	20	6	
Science	1	3	22	49	20	5	
ICT	1	3	17	47	24	8	
The Arts	1	2	16	51	25	6	
H&PE	1	3	18	49	23	7	
Civics & Citizenship	1	3	19	48	22	8	

Notes: ¹ If schools provided percentages only, it is not possible to report the number of students assessed. In these cases, the total percentage (100) will be shown.

2013 and 2014 sds state benchmarks are not available.

Teacher Assessment of Student Progress (PSD students)

School no: 5246
School name: Mount Evelyn Special Developmental School

