

2017 Annual Report to the School Community



School Name: Yarra Ranges Special Developmental School

School Number: 5246



- 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 Regulation 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 2017 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

J. Taylor

Signed 22 March 2018 at 01:07 PM by Janet Taylor (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 Regulation 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 2017 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.

JHall

Signed 12 April 2018 at 07:31 PM by Jenny Hall (School Council President)



About Our School

School Context

Yarra Ranges Special Developmental School (YRSDS) caters for school-aged students who have a moderate to profound intellectual disability and for pre-schoolers with a developmental delay in an Early Education Program. Many students have additional disabilities including Autism Spectrum Disorder or physical disabilities.

In 2017, our school vision was refined through community consultation: To promote independence through active learning. The school vision is underpinned by our school values: be safe, be respectful, and be responsible.

We provide personalised programs developed in partnership with parents and carers. Our programs are based on current evidence-based practice and are aimed at working with parents and carers to maximise outcomes and life quality for our students. The multidisciplinary team - teachers, therapists and education support staff - work together with families to plan, implement and evaluate the students' individual programs.

Yarra Ranges SDS has 52.85 equivalent fulltime staff consisting of 2 Principal class officers, 25 Teachers, 39 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. All staff are committed to the implementation of our School Wide Positive Behaviour Support (SWPBS) Framework.

The school is divided into 6 sections: The Early Education Program, Juniors, Lower Middle, Upper Middle, Healesville Campus and Seniors.

The Victorian Curriculum is the basis for an adapted curriculum for Foundation to Year 9 with the addition of a specially developed Senior Pathways Curriculum - based on foundation VCAL - for students in their final 3 years of schooling. The Early Education Program is based on the Victorian Early Years Developmental Framework. Our curriculum seeks to maximise individual potential in all areas, particularly communication, but with a life/work, skills focus for the senior students.

In the Capital Works Budget this year, YRSDS was allocated \$500,000. These funds have enabled the school, with the support of the Victorian Schools Building Authority, to contract Hede Architects to develop a Masterplan for the school and design a new administration / entrance building for the school.

YRSDS uses the evidence-based framework, SWPBS, for preventing and responding to student behaviour. We aim to create a positive, supportive, responsive management system for all our school community members. We regularly analyse data and implement evidence-based strategies to establish safe classrooms that maximise student engagement and skill development. We provide the individual behaviour and learning support needed to achieve educational and social success for all students.

Support groups, an NDIS approved Vacation Care Respite Program, inter-agency collaboration and welfare programs enhance the school's assistance for students within their family and community groups. The Department of Health and Human Services also partially fund our successful Vacation Care Respite Program.

Framework for Improving Student Outcomes (FISO)

Building the capacity of staff to consistently identify and manage minor behaviours to assist students in self-regulating their behaviour.

We continued to build the capacity of staff to deliver engaging programs by the appointment of a Positive Behaviour Support Team Leader and the provision of professional development directly linked to our Strategic Plan. We focused on the implementation of SWPBS with professional development provided by Behaviour Analyst, Dan Petro to staff, parents, carers and network schools. This year we focused on identifying and responding safely to tier two and three behaviours. Our SWPBS teacher and Occupational Therapist have provided behaviour support to a number of network schools and colleagues.

Building a whole school culture that is committed to improving the outcomes for students at Yarra Ranges SDS. The main objective for the year was to support teachers to task analyse SMART goals, embed these in the class work program and establish a task analysis goal bank. Teachers participated in peer observations. They selected their own partners and focus question, providing a written report using the agreed proforma.

Inclusion programs with local schools continued to grow. A number of upper middle students accessed programs at Yarra Hills Secondary College. A number of Junior School students participated in a play program with foundation students at Mount Evelyn Primary School.

Increase leadership competencies for all

The Leadership Team engaged in a wide range of professional learning: Leadership with Peter Cronin, HBDI with Taylord Coaching and relevant units from Strategic Management and Building Leadership Teams (Bastow). All team leaders led a School Improvement team and collated outcomes against the Key Improvement Strategies (KIS) in the Annual Implementation Plan (AIP).

Achievement



All students have an Individual Education Plan (IEP). Teaching staff meet with parents / carers in the first five weeks of term one with IEP's being distributed by the end of term one. Our senior students are actively involved in decision making regarding their goals. In 2017 we focused on ensuring that key goals for students were written as SMART goals, task analysed and fully documented. These key goals developed, in conjunction with parents /carers and therapists, are embedded across all learning areas. The YRSDS Curriculum Planning and Assessment handbook was updated to provide a far more comprehensive handbook (renamed Teaching and Learning Essentials). It now includes task analysis and a new approach to reporting to be implemented in 2018.

Our staff accessed a range of high quality professional learning, including mandated and on-line training. 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 planned collaboratively according to the common curriculum or Victorian Curriculum Level they were teaching. At the commencement of the year, professional learning was provided on writing SMART goals, task analysis and developing the Individual Learning Plan. Staff were supported with the new online Performance and Development Plans (PDP) process by team leaders and given support to align their PDP with the School's Annual Implementation Plan.

Annual refresher training was provided by speech pathologists in Picture Exchange Communication System (PECS), general communication, the Communication Profile and Pragmatic Organisation Dynamic Display (PODD) communication books. In addition, Speech Pathologists delivered training programs for all adult providers in the use of PODD books.

This year, we also provided extensive professional learning around the new Child Safe Standards for our school community. In addition, staff completed child safe training with 'Child Protection Education'.

Only 7% of the possible respondents participated in the new online version of the Parent Opinion Survey in 2017. The 2017 Parent Opinion Survey shows improvement in the areas of therapy service provision and student safety.

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

Engagement

November 1st saw many of our students' transition to the National Disability Insurance Scheme. The school hosted information sessions, provided increased support from our Family Welfare coordinator, and provided professional reports and other documentation to support NDIS planning meetings. Our therapy team supported families with equipment acquisition and funding applications working within the new framework.

The SWPBS team leader coordinated the visits of a Behaviour Analyst who worked with staff and families. The focus was on developing and implementing a documented process for responding to tier two and three behaviours. Staff demonstrated their capacity to use a range of strategies to safely respond to students with tier 2 and 3 behaviours. The consolidation of the work undertaken by staff over the past few years has seen a significant increase in staff capacity to support students to be successfully engaged in a positive environment.

Our highly successful Gardening Program continues. We were finalists in the Biodiversity Secondary School category at the Resource Smart Schools Award Ceremony with a video clip created by our Environment and Sustainability team featuring our indigenous garden.

All students are provided with the opportunity to be involved with meTV. meTV continues to engage students from Yarra Ranges SDS and State wide through the daily broadcast. meTV supports SWPBS through peer modelling and endorsement of our school values. meTV provides a valuable link for students when they are absent from school (in some cases for lengthy periods due to medical reasons), for past students, or as a transition tool for new enrolments.

The purpose-built Senior Section of the school is now complete. This provides senior students with their own school section and a real sense of transition as they move through the school.

Yarra Hills Secondary College students are involved in and / or assist with sports day and community service at Yarra Ranges SDS. A number of upper middle school students access subjects at Yarra Hills Secondary College with support from our school. The Junior School has a group of students participating in a weekly play program with foundation students at Mount Evelyn Primary School. Our Healesville Satellite classroom is in its sixth year and is steadily growing. The Satellite now caters for eight students, from foundation to grade six.

Camps continue to be a very popular part of the school program. The camp program promotes independence and responsibility for all students, while also providing an opportunity to generalise many skills. Senior students chose from a range of camps: Urban, Snow and Garfield. For these camps, students are grouped according to their preference of activities and which peers they prefer to attend camp with. Middle school students participated in camps to Blackwood or Garfield for two or three nights. Junior school students attended Garfield Camp for an extended school day.

Information sessions for parents and carers were provided on SoSAFE!, Video Self Modelling, Curriculum, Positive Behaviour Support, PODD books and Futures for Young Adults. Our Speech Pathologists and Occupational Therapists successfully trialled a new program, the SOS program, for picky eaters, working with selected students from Early Education, Juniors and their families. My Time group continues to provide a place for parents and carers to socialise, chat, and obtain information and to support and be supported by other carers.

The average number of absence days per student was 28.4 days. To address student non-attendance, we maintain contact with families / carers and agencies by phone, email and meetings. A re-engagement program / education program has been developed by leadership and the classroom teacher.



Wellbeing

Professional learning sessions on SWPBS and SoSAFE! (social skills and sexuality education) were provided to staff, parents / carers, network schools and agency staff.

Transition was well planned; it included a social story, transition for part days then a full day. Teaching staff updated transition documentation for end of year handover.

Information was provided to Early Education Program families / carers regarding options for school and the application for funding process. Families were supported through the process of assessment, funding application and school enrolment by school staff and the Family Welfare Coordinator.

For senior students information sessions were provided outlining day placement options and respite for students post-school. As this was the transition year for families to NDIS the school managed this process entirely. Our Family Welfare Coordinator and Transition Coordinator both played a vital role in supporting families to ensure that each student had funding through NDIS and a post-school placement for 2018. Students were supported in their transition to their post school placement if it was known.

Programs such as Riding for the Disabled (RDA), Swim Squad, and mainstream secondary school inclusion provided additional learning opportunities for students.

The School Breakfast Program continued on this year, many families gave permission for their child to participate in the program. This program is highly valuable providing a nutritious breakfast for many children who may not eat breakfast because of student transport arrangements or for socio-economic reasons. A shared breakfast at school also provides an excellent learning opportunity in food preparation and social skills.

For more detailed information regarding our school please visit our website at
<http://yarraranges.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.

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 106 students were enrolled at this school in 2017, 28 female and 79 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 4 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>	<p style="text-align: center;">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>45%</td></tr> <tr><td>B</td><td>20%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>5%</td></tr> <tr><td>1 - 1.5</td><td>2%</td></tr> <tr><td>2 - 2.5</td><td>1%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>1%</td></tr> <tr><td>7 - 7.5</td><td>1%</td></tr> <tr><td>8 - 8.5</td><td>1%</td></tr> <tr><td>9 - 9.5</td><td>1%</td></tr> <tr><td>10 - 10.5</td><td>1%</td></tr> <tr><td>11 - 11.5</td><td>1%</td></tr> <tr><td>NA</td><td>1%</td></tr> </tbody> </table> <p style="text-align: center;">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>50%</td></tr> <tr><td>B</td><td>25%</td></tr> <tr><td>C</td><td>10%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>5%</td></tr> <tr><td>1 - 1.5</td><td>2%</td></tr> <tr><td>2 - 2.5</td><td>1%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>1%</td></tr> <tr><td>7 - 7.5</td><td>1%</td></tr> <tr><td>8 - 8.5</td><td>1%</td></tr> <tr><td>9 - 9.5</td><td>1%</td></tr> <tr><td>10 - 10.5</td><td>1%</td></tr> <tr><td>11 - 11.5</td><td>1%</td></tr> <tr><td>NA</td><td>1%</td></tr> </tbody> </table>	Level	Percentage	A	45%	B	20%	C	15%	D	5%	0.5	5%	F - F.5	5%	1 - 1.5	2%	2 - 2.5	1%	3 - 3.5	1%	4 - 4.5	1%	5 - 5.5	1%	6 - 6.5	1%	7 - 7.5	1%	8 - 8.5	1%	9 - 9.5	1%	10 - 10.5	1%	11 - 11.5	1%	NA	1%	Level	Percentage	A	50%	B	25%	C	10%	D	5%	0.5	5%	F - F.5	5%	1 - 1.5	2%	2 - 2.5	1%	3 - 3.5	1%	4 - 4.5	1%	5 - 5.5	1%	6 - 6.5	1%	7 - 7.5	1%	8 - 8.5	1%	9 - 9.5	1%	10 - 10.5	1%	11 - 11.5	1%	NA	1%
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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" style="width: 100%; text-align: center;"> <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>26.3</td> <td>29.6</td> <td>29.7</td> <td>29.5</td> <td>28.8</td> </tr> </tbody> </table>						Year	2014	2015	2016	2017	4-year average	Average absence days	26.3	29.6	29.7	29.5	28.8
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<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" style="width: 100%; text-align: center;"> <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>100.0</td> <td>100.0</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	100.0	100.0	100.0	100.0	100.0
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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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$4,435,670
Government Provided DET Grants	\$744,354
Government Grants Commonwealth	\$11,081
Government Grants State	\$141,932
Revenue Other	\$18,154
Locally Raised Funds	\$140,162
Total Operating Revenue	\$5,491,353

Equity ¹	
Equity (Social Disadvantage)	\$21,349
Equity Total	\$21,349

Expenditure	
Student Resource Package ²	\$4,012,678
Books & Publications	\$2,531
Communication Costs	\$5,109
Consumables	\$47,043
Miscellaneous Expense ³	\$346,799
Professional Development	\$22,068
Property and Equipment Services	\$275,920
Salaries & Allowances ⁴	\$296,730
Trading & Fundraising	\$5,923
Travel & Subsistence	\$8,592
Utilities	\$46,266
Total Operating Expenditure	\$5,069,657

Net Operating Surplus/-Deficit **\$421,696**

Asset Acquisitions **\$23,064**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$347,384
Official Account	\$40,817
Other Accounts	\$180,685
Total Funds Available	\$568,886

Financial Commitments	
Operating Reserve	\$159,795
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds incl SMS<12 months	\$150,000
Beneficiary/Memorial Accounts	\$41,269
Revenue Received in Advance	\$8,487
School Based Programs	\$125,147
Provision Accounts	\$300
Other recurrent expenditure	\$5,000
Capital - Buildings/Grounds incl SMS>12 months	\$688
Maintenance -Buildings/Grounds incl SMS>12 months	\$8,200
Total Financial Commitments	\$533,886

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 5 March 2018 and are subject to change during the reconciliation process. 3. Misc expenses may inc bank charges, health and
 Personal development, administration charges, camps/excursion costs and taxation charges.
 4. Salaries and Allowances refers to school-level payroll.

Yarra Ranges SDS enjoyed a challenging and successful year as we focussed on our Annual Implementation Plan and achieving our goals. Careful budgeting and financial control has resulted in a healthy surplus to be used for student support and new initiatives in 2018. We received a number of donations from our local community which enabled us to acquire new Apple iPads. We also installed an Olympic sized trampoline as well as an Adult swing for our Senior Students. Our Equity Funding enabled students to participate in programs at our neighbouring schools and provided an opportunity to attend a Riding for the Disabled course. Respectful Relationships funding has enabled staff to access a number of wonderful conferences and seminars. Our NDIS registered Vacation Care Respite Program has proved very successful both for supporting our families and in providing stimulating programs for students.



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.