2019 Annual Report to The School Community

School Name: Yarra Ranges Special Developmental School (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 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 16 April 2020 at 03:47 PM by Janet Taylor (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 20 April 2020 at 04:49 PM by Cara Manion (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, sensory or physical impairment. Our school vision is to build Independence through active learning for every student.

Multidisciplinary teams include teachers, therapists and education support staff who work together with families to plan, implement and evaluate student focused learning programs. The school employs 64 staff (51.15 EFT) consisting of 2 Principal class officers, 22 Teachers, 40 Education support staff, (including classroom support, speech pathologists, physiotherapist, occupational therapists, music therapist, nurses, welfare officer, maintenance manager and administration staff). Our programs are based on current evidence-based practice and are aimed at working with parents and carers to maximise learning outcomes and independence for our students.

The school is divided into 5 sections: Early Education, Juniors, Middle, Healesville and Seniors. The therapy section of the school includes: Occupational Therapy, Speech Pathology and Physiotherapy. Registered nursing staff support the medical needs of students and organise health training for staff.

At Yarra Ranges SDS, the school community has a shared belief that every child has the same right as their peers to access age-equivalent learning experiences from all learning areas of the Victorian Curriculum. Learning experinces are planned using the Victorian Curriculum at an age appropriate level. Student individual goals are aligned with the relevant achievement standard in the Victorian Curriculum at an appropriate developmental stage.

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 VCAL, for students in their final 3 years of schooling. The Early Education Program is based on the Victorian Early Years Developmental Framework .

Our instructional model has the student at the centre supported by a schoolwide approach to Communication, School Wide Positive Behaviour Support and Structuring Functional Independence framework.

Structuring Functional Independence is a framework that makes changes to the physical environment, provides a clear visual structure and uses a 'Structured Teaching Framework' of high impact teaching strategies that meets the needs of individual learners, increasing student independence.

The evidence–based framework, School Wide Positive Behaviour Support (SWPBS), is used for preventing and responding to student behaviour. Data is regularly analysed and evidence-based strategies are implemented 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 Out of School Hours program, inter-agency collaboration and welfare programs enhance the school's assistance for students within their family and community groups.

Framework for Improving Student Outcomes (FISO)

Goal 1
Improve student learning outcomes.
Key Improvement Strategy 1a   Strengthen teacher knowledge of the Victorian Curriculum
We aimed for the percentage of students scoring 4 or above in their speaking and listening goal to increase from 8% to 10%. The actual increase at the end of 2019 was to 19.8% an increase of 9.8%.
Goal 2
Strengthen the social and emotional wellbeing of every student.
Key Improvement Strategy 2a   Develop appropriate regulation in student behaviour.
We aimed to decrease the number of Semester 1, Tier 2 and 3 reportable behaviours to below 112. the number of reportable behaviours for semester 1, 2019 was 50.
Goal 3
Improve student voice and independence.
Key Improvement Strategy 3a   Build teacher knowledge and understanding of functional independence
We aimed for our selected cohort of Junior students transiting with an AAC (Augmentative and Alternative

Communication) device to increase from 10% to 12%. By the end of 2019 we had reached 27.7% of the selected cohort transitioning with their AAC.

Achievement

All students have individual learning plans that have age appropriate learning experiences and developmentally appropriate key goals embedded across all curriculum areas. Individual student goals are visible in every classroom. Parents, carers and students (where appropriate) work in partnership with teachers and therapists to set key goals through Student Support Group meetings. In 2019 four SSG's were held. The SSG in December highly valued for transition, commenting on the end-of-year school report and making future recommendations.

At the start of the year all teachers participated in professional learning with Dr Anna Bortoli on goal setting and task analysis. An agreed task analysis template was developed and documented in the 2019 Guidelines for Setting up Individual Education Plans as a standardised way of monitoring achievement . Teachers and therapists use the task analysis to document student progress towards their goals and identify key steps towards meeting their goal. This was followed up with a highly successful Curriculum day for all staff, focusing on 'Independence - the restructuring of activities to promote independence'. The afternoon session focused on building a positive staff culture with the motivational speaker, Don Elgin.
All teachers contributed to our school pedagogical model, the YRSDS Instructional Model. The implementation of this model was evident in work programs and planning for individual students.
Teachers worked collaboratively with other teachers and therapists to develop goals, task analyse goals and moderate student learning outcomes across all learning areas of the Victorian Curriculum. Moderation of teacher judgement, ables and the Victorian curriculum with therapists resulted in greater accuracy and alignment of student learning outcomes against the achievement standards.

A new, updated format for the Senior Pathways Curriculum was developed to link the A-D goal bank to the VCAL (Victorian Curriculum of Applied Learning) learning area of Literacy. This facilitated the writing of more rigorous, developmentally appropriate goals for our senior students.
19.8 % of our students achieved 4 or above in their speaking and listening goals for 2019. The target set was an increase from 8% to 10%.
The parent survey results were inconclusive with only ten respondents out of 70 surveys. However with the ten respondents the percentage endorsement for high expectations for success and stimulating learning increased by 5% and 11% respectively. The staff survey percentage endorsement for collective responsibility rose by 5.7% from 70.3% to 76%

At the start of the year the whole school meeting schedule was restructured to allow for Professional Learning Community (PLC) implementation within the school's agreed meeting framework.
All sections, with the exception of the Healesville Inclusion Units, participated in PLC's led by an Instructional Leader. Instructional leaders met and collaboratively designed clear implementation plans for each Inquiry Cycle. In section PLC's, teachers and therapists conducted a cycle of inquiry, digitally recorded student progress in speaking and listening against the Victorian Curriculum using goal banks A-D, and moderated student learning outcomes. Ables data was collated and shared with staff, we were able to highlight greatly improved consistency with moderation taking place.
 The Healesville Inclusion Units were supported with regular meetings conducted by the learning specialist for information sharing.

A survey conducted in term four highlighted the success of our PLC structure, with some recommendations for improvement in 2020. 66.6% of respondents rated the PLC approach as strong for building collaboration between teamwork between teachers and therapists. 55.5% felt that the cycle of inquiry was too short.
All Program for Students with a Disability students show progress at satisfactory or above in achieving their individual goals.

Engagement

We continue to work with our regional coach and all Bronze accreditation level requirements have been met and forwarded for acknowledgment.

The SWPBS team provided professional learning on SWPBS, SoSAFE!,(social skills and sexuality education), Respectful Relationships, the implementation of the YRSDS flow chart documenting the process for students to access and exit tier 2 and 3 supports, Mandatory Reporting and Child Safe.

The behaviour analyst, Dan Petro, provided professional learning for YRSDS staff and the Lilydale Network. He also provided insitu coaching for YRSDS staff and consultation for parents as requested

Data Plus was developed to provide a school based secure user- friendly program to collect data on incidents of behaviour (major). The data was used fortnightly by the SWPBS team to develop strategic supports for individual students. Termly the data derived from Data Plus was presented to staff to inform them of whole school trends. Reportable incidents of major behaviours in semester one stood at 50 in 2019, 62 below our target of 112. This data provides a clear indication that our implementation of the SWPBS framework is working in our school.

The parent survey results were inconclusive with only ten respondents out of 70 surveys. The staff survey was very positive with an increase in percentage endorsement in staff psychological safety by 7.8% and school support for physical safety by 15.7%.

Zones of Regulation was implemented to the best of our ability through collaborative practice. The therapy team purchased resources and modified visuals for use in classrooms. Zones of Regulation was used in the YRSDS Healesville Inclusion Units and two junior classes.

The staff SAS survey on the overall effectiveness on SWPBS was highly endorsed with an 87% of responses stating that the school fully met department expectations (up from 77% the year before).

At YRSDS student leaders are elected annually by their peers: school captains, house captains and environment captain. School captains lead school and section assemblies and assist with school tours. Prior to each school council meeting our student leadership team meets with the school council president and principal to contribute to the meeting. This happens through video or recorded conversation.

Our school is a member of the regional network "Supporting Cohorts of Students Affected by Family Violence" and all staff participated in professional learning for this initiative in 2019.

We are a partner school in the Resilience, Rights and Respectful Relationships Project and RRR is incorporated into SoSAFE! in the HPE curriculum.

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.

In September 2019 all staff participated in Cultural Understanding and Safety Training.

The average number of absence days per student was 30.2 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

Programs such as Riding for the Disabled (RDA), meCafe, Melba Drama Group, Meals on Wheels, Swim Squad, camps, Senior interschool sport program with specialist schools in the Southern Region. Special School Sports Network (Eastern Region) termly sport events and mainstream inclusion programs with Yarra Hills Secondary College and Mount Evelyn Primary School provided additional learning opportunities for students.

We have a number of community links with local businesses, such as Yarra View Nursery and Yarra Valley Gourmet Foods, to enable the Work Experience component of our Senior Pathways Curriculum to run.

We work closely with the following agencies providing support for families and students: DHHS, Villa Maria, Anglicare and Interchange Outer East.

Our School Council runs a highly valued Out of School Hours Program, now registered under NDIS. This program is fully booked every holiday period with clients from YRSDS and neighbouring schools.

The school employs two registered nurses part-time equivalent to one full time position EFT. The school nurses also support the school community with health training and ensure that staff training meets the needs of students with complex health needs.

Our Satellite classroom at Healesville Primary School caters for 14 students, from foundation to grade six. The Inclusion Unit at Healesville High School 5 students.

For the first time students in the age group 10 to 18 years of age participated in a simplified version of the student Attitudes to school Survey. Our speech pathologists developed a visual suppport to assist them to understand the survey. Sense of connectedness was endorsed positively at 88%, sense of inclusion at 79% and student voice and agency at 65%.

The school had a distributive leadership model with seven team leaders, five class sections, a therapy team leader and an education support staff leader. With the support of our Learning Specialist, the leadership team focused on becoming instructional leaders and working with classroom staff to improve teaching and learning. All members of the Leadership Team led a School Improvement team. The assistant principal led the SWPBS team and coordinated the Family Violence Initiative; including organising professional learning on Family Violence for the bus drivers and supervisors who transport students to and from our school.

YRSDS has a family welfare coordinator two days a week who supports staff, students and families.

Financial performance and position

Yarra Ranges SDS has enjoyed a very productive year with the completion and fit out of our new Admin Building. We received a very welcome $30,000 in charitable donations to our Deductible Gift Recipient Fund, which in turn was used to commence work on our Traffic Education Centre. Our NDIS approved Out of School Hours Care Program continues to grow and evolve with a significant waiting list for this tremendous program. Our Equity Funding was used to allow students to access off site programs that would not normally be available to them and they benefitted greatly from these new educational experiences. Through careful budgeting and financial management monitoring we enjoyed a healthy surplus at 31 December 2019.

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

Enrolment Profile

A total of 108 students were enrolled at this school in 2019, 29 female and 79 male.

ND were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2016	2017	2018	2019	4-year average
Average absence days	29.7	29.5	30.2	30.2	29.9

Exit destinations

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

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

Year	2016	2017	2018	2019	4-year average
% of students to further studies or employment	100.0	100.0	100.0	88.9	97.2

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$4,598,599
Government Provided DET Grants	$648,019
Government Grants Commonwealth	$367,392
Government Grants State	$4,021
Revenue Other	$35,898
Locally Raised Funds	$141,540
Total Operating Revenue	**$5,795,469**

Equity[1]	
Equity (Social Disadvantage)	$25,623
Equity Total	**$25,623**

Expenditure	
Student Resource Package[2]	$4,154,280
Books & Publications	$234
Communication Costs	$7,386
Consumables	$54,870
Miscellaneous Expense[3]	$289,365
Professional Development	$34,577
Property and Equipment Services	$184,406
Salaries & Allowances[4]	$487,801
Trading & Fundraising	$5,827
Travel & Subsistence	$10,894
Utilities	$58,101
Total Operating Expenditure	**$5,287,741**
Net Operating Surplus/-Deficit	**$507,728**
Asset Acquisitions	**$40,560**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$322,145
Official Account	$32,162
Other Accounts	$82,086
Total Funds Available	**$436,393**

Financial Commitments	
Operating Reserve	$174,789
Other Recurrent Expenditure	$22
Provision Accounts	$76,139
School Based Programs	$182,005
Total Financial Commitments	**$432,955**

(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 26 February 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 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 *'ND'* mean?

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.