2020 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 2020 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 18 March 2021 at 02:54 PM by Janet Taylor (Principal)

The 2020 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 02 April 2021 at 12:19 PM by Cara Manion (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

What does the *'About Our School'* section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Towards Foundation Level Victorian Curriculum'*?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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').

About Our School

School context

Yarra Ranges Special Developmental School (YRSDS) caters for 94 school-aged students who have a moderate to profound intellectual disability and for 24 pre-school children with a developmental delay in an Early Education Program. Many students have additional impairments, including sensory, physical or Autism Spectrum Disorder.
The school also has an established Satellite Unit based at Healesville Primary School. The Unit consists of two classrooms catering for 14 students, from foundation to grade six. Students who attend have a moderate to mild intellectual disability and are included in the primary school educational program as appropriate, as often as possible. The Unit was shortlisted as a finalist in the Outstanding Inclusive Education category for the Victorian Excellence in Education Awards. The unit was also enhanced this year by the addition of a large mural, by indigenous artist Amanda Wright.

Our school vision is 'To Build Independence through Active Learning', and our school values are to be respectful, safe and responsible.

Multidisciplinary teams include teachers, therapists and education support staff who work together with families to plan, implement and evaluate individualised student learning programs. The school employs 58 staff (47.2 EFT) consisting of 2 principal class officers, 22 Teachers, 36 Education support staff, (including classroom support, speech pathologists, physiotherapist, occupational therapists, nurses, welfare officer, maintenance manager and administration staff).

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 experiences 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 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.
Our instructional model has the student at the centre of a school - wide approach to communication and the frameworks, School Wide Positive Behaviour Support (SWPBS) and Structuring Functional Independence (SFI). 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, 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 support for students within their family and community groups.

Framework for Improving Student Outcomes (FISO)

Goal 1: Improve student learning outcomes.
KIS 1a   Improve teacher skills and practice through reflective practice.
Due to the impact of COVID-19 the planned formal peer observation and feedback opportunities were unable to be conducted physically in classrooms, as an alternative teachers and educational support staff were encouraged to share and observe one another's practice via virtual learning walks through Webex sessions.
We aimed for a percentage increase of 5% from 10 to 15% of students scoring 4 or above in their speaking and listening goal. The percentage we achieved was 10%.Given the impact of COVID-19 we feel this is an acceptable result.
KIS 1c   Extend the instructional leadership of team leaders
All members of the leadership team completed 'Introduction to Leadership Coaching' with Growth Coaching International.
Team leaders supported teachers to work collaboratively with therapists and Education Support Staff to support students, based on weekly parent feedback and daily observations through Webex morning meetings.
Team leaders provided ongoing support throughout the year to their teams enabling teachers to complete the cycle of curriculum planning and assessment in the most difficult of circumstances.

By the end of 2020 the Parent Survey percentage endorsement for each of the factors below exceeded our expectations from between 5% to 20%:
•   High expectations for success 93%
•   Effective teaching 86%
•   Stimulating learning 95%
The school staff survey percentage endorsement for the following factors demonstrates steady growth in collaborative planning:
•   Collective responsibility from %74.6 to %83.3
•   Collective focus on student learning % 76.2 to %93.8

Goal 2: Strengthen the social and emotional wellbeing of every student
To further support students at YRSDS with co and self-regulation, The Zones of regulation program was rolled out across the school, with the support of a whole school implementation plan lead by the therapy team.
Remote and flexible learning unexpectedly proved to be the perfect vehicle to launch this program:
KIS 2a   Develop appropriate regulation in student behaviour.
Our goal was to decrease the number of Semester 1, tier 2 and 3 reportable behaviours to 100 or below. We decreased the number of reportable behaviours to 81.
The Parent Survey percentage endorsement for promoting positive behaviour was 100%
This data provides a clear indication that our implementation of the SWPBS framework is working in our school.

Achievement

During 2020 COVID-19 impacted on the way teaching and learning was provided and accessed by our students. There were two extended periods of Remote and Flexible Learning; in term 2 there were six weeks and in term 3 there were 10 weeks. New online platforms were accessed on a daily basis and 'take-home' learning packs of hands on learning materials were developed by teachers and these were delivered by student transport on a fortnightly basis.

Greater use was made of Webex to meet with parents, carers and students (where appropriate) enabling them to work in partnership with teachers and therapists to set key goals through Student Support Group (SSG) meetings. In 2020 four SSG's were held (by phone, Webex or in person when possible). The SSG in December was highly valued for transition, commenting on the end-of-year school report and making future recommendations.

 All students have individual learning plans that contain age appropriate learning experiences and developmentally appropriate key goals embedded across all curriculum areas. Individual student goals are visible in every classroom.
At the start of the year all staff participated in professional learning with Dr Anna Bortoli on individual work systems and literacy in the classroom. Teachers, therapists and education support staff used this professional learning throughout

the year and during Remote and Flexible learning:
- Schedules were personalised for students and sent home with the remote learning packs
- Staff worked collaboratively to develop Learning tasks with a clear beginning, middle and end
- During term 1, Structuring Functional Independence sessions with a literacy focus were established, averaging 2 – 3 sessions per week across the school.
- Teachers and therapists collaborated to develop 'take home' reading packs for students
- Educational Support Staff, prepared the work systems and learning tasks under teacher direction
- All staff worked collaboratively to support students based on weekly parent feedback and daily observations through Webex morning meetings.

Due to the impact of COVID-19 the planned formal peer observation and feedback opportunities for staff were unable to be conducted physically in classrooms, however as an alternative teachers and educational support staff were encouraged to share and observe one another's practice via virtual learning walks through Webex sessions.

Parent learning walks actually took place in a way we hadn't expected, remotely via Webex and an external consultant provided a highly informative session on "Independence at Home" for the whole school community at our annual reporting meeting.

Remote learning enhanced whole school community understanding of our teaching and learning instructional model, focusing on communication, Structuring Functional Independence and the Zones of Regulation program component of SWPBS.

All members of the leadership team completed 'Introduction to Leadership Coaching' Growth Coaching International in January. Following on from this the leadership teams from Yarra Ranges and Croydon SDS met collegiately and practiced coaching techniques. In term 3 the leadership team participated in further professional development and participated in practice coaching sessions with Fire Up Coaching

Section team leaders undertook professional learning on the role of an instructional leader in a PLC with the Regional Coach. Each section team leader took on the role as an instructional leader for their section Professional Learning Community. Unfortunately the planned sessions for terms two and three were interrupted by COVID-19

During term 4 student key goal data, from task analysis, goal banks and Ables data was collated and moderation by teachers and therapist took place using the Professional Learning Community structure. A digital record was established for every student using the A to D achievement standards in the Victorian Curriculum Goal Banks, to benchmark student learning in Reading and Viewing. This information was also shared with parents and carers in student reports and discussed at SSG's.

In 2021 we intend to focus on with developing and implementing a peer observation model to support consistent implementation of the whole schools' teaching and learning instructional approach. The PLC structure will be used to improve student learning outcomes in the area of Reading, Viewing and Writing and the Leadership Team will continue to build their coaching capabilities so they can use a common framework for constructive conversations.

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

Collegiate support from the regional School Wide Positive Behaviour Support (SWPBS) coach continued to support the implementation of the SWPBS team working towards silver accreditation.

The SWPBS team provided professional learning on SWPBS, SoSAFE!,(social skills and sexuality education), Data Plus, 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.

Data Plus is a school based, secure user- friendly program used to collect data on incidents of behaviour (major). The data is used fortnightly by the SWPBS team to develop strategic supports for individual students. Termly the data derived from Data Plus is presented to staff to inform them of whole school trends.

To further support students at YRSDS with co and self-regulation, The Zones of Regulation framework was rolled out

across the school, with the support of a whole school implementation plan led by the therapy team. Remote and flexible learning unexpectedly proved to be the perfect mode to launch this program: providing insitu professional learning for families and staff via Webex, sharing materials and resources with staff, students and families (such as Zones of Regulation social stories, posters, sheets, interactive PowerPoints etc.)
In 2021 Students will be supported, by therapists, teachers and staff, to experience and explore a variety of self and co-regulation strategies and tools, to use across a variety of learning environments.

At YRSDS student leaders are elected annually by their peers: school captains, house captains and an environment captain. This year the student leadership team welcomed a state parliamentarian and regional staff to the official opening of the school's new administration space.

Prior to each school council meeting our student leadership team met with the school council president and principal to contribute to the meeting. This happened via Webex or with a recorded conversation.

Our school is an active participant in both the regional, Rights and Respectful Relationships Project and the Family Violence Initiative (FVI). We ensure that all new staff complete Family Violence training and are members of the FVI Community of Practice, participating in professional learning once a term. We have entered into an agreement with EDVOS to host a family violence worker onsite at our school, once a fortnight, in 2021.

All students are provided with the opportunity to be involved with meTV. meTV continues to engage students from Yarra Ranges SDS and statewide through the daily broadcast. meTV supports SWPBS through peer modelling and by embedding our school values. MeTV provides a valuable link for students when they are participating in remote and flexible learning, absent from school for other reasons (e.g. for medical reasons), for past students, or as a transition tool for new enrolments.

The average number of absence days per student was 20.6 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

2020 was without doubt an extremely challenging year for our school community, however our students surprised everyone by demonstrating far greater resilience and adaptability than expected. They coped extremely well with the move to and from remote and flexible learning and back to onsite learning, with term four being very settled and productive.

The school community was well supported by Regional Office staff, our Family Support Coordinator and the leadership team at YRSDS. During remote and flexible learning children of essential workers and those identified as being vulnerable by DHHS or the school were permitted to remain onsite for supervision. The leadership team and Family Support coordinator worked with families to identify supports available to them in the home and used the 'Student at Risk' tool to identify vulnerable students. Principal class was supported with a fortnightly check in from a regional support person.

Staff were supported by their team leaders in the first instance, then the Family Support Coordinator, principal class and DET services as required. Particular emphasis was placed on staff wellbeing with positive, fun, activities planned throughout each term to lift staff morale. School council played their part by providing lunch and then morning tea for staff on their return to onsite learning.

Additional learning opportunities normally available to our students were unavailable due to COVID-19 restrictions throughout the year. However work experience for seniors was adapted and a local industry delivered materials to school so that students could continue to practice work skills.

In 2021 we plan to build upon the community connections established this year that support student independence in the classroom and beyond.

We worked closely with the following agencies providing support for families and students: DHHS, Anglicare, Beth's Respite and Interchange Outer East.
Our School Council runs a highly successful Out of School Hours Care (OSHC) Program, registered under NDIS. This program was modified due to COVID-19 restrictions and ran on reduced numbers throughout 2020.

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.

Financial performance and position

Yarra Ranges SDS performed well in the finance arena in 2020 despite the impact of COVID-19 and its effects on our locally raised funds. $350 was donated by school families to our DGR in late 2020 with a total of $43,605 in DGR donations being carried to 2021. Our NDIS approved OSHC program continues to expand with an After School Care program now available to families. The Department of Education & Training supported our Bushfire Preparedness program by granting us $24,296 and our Fire Safety Inspections program received an additional $59,271. Through good management and forward planning we maintained a high standard of service provision to our students.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://yarraranges.vic.edu.au/](http://yarraranges.vic.edu.au/)

Performance Summary

The Performance Summary for government schools 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 Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 95 students were enrolled at this school in 2020, 23 female and 72 male.

NDP percent of students had English as an additional language and 6 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.
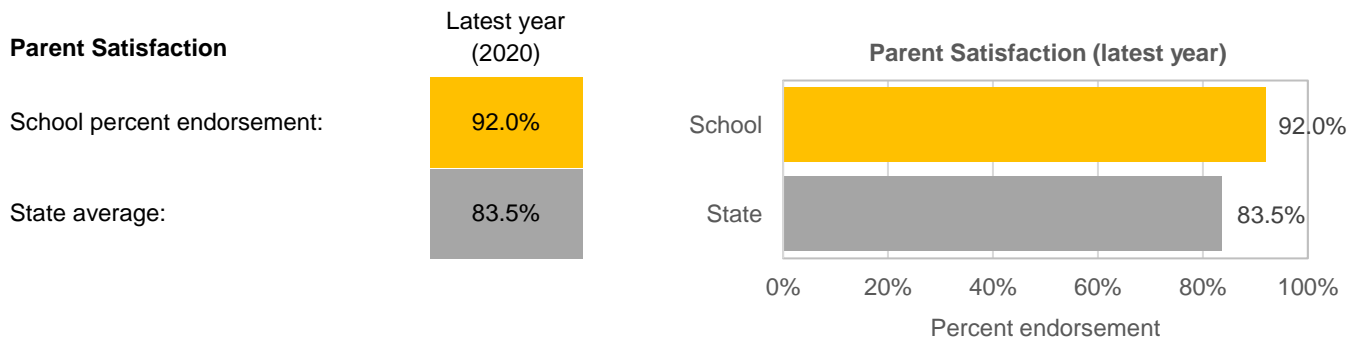
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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	Latest year (2020)
School percent endorsement:	92.0%
State average:	83.5%

Parent Satisfaction (latest year)

School 92.0%
State 83.5%

Percent endorsement

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.
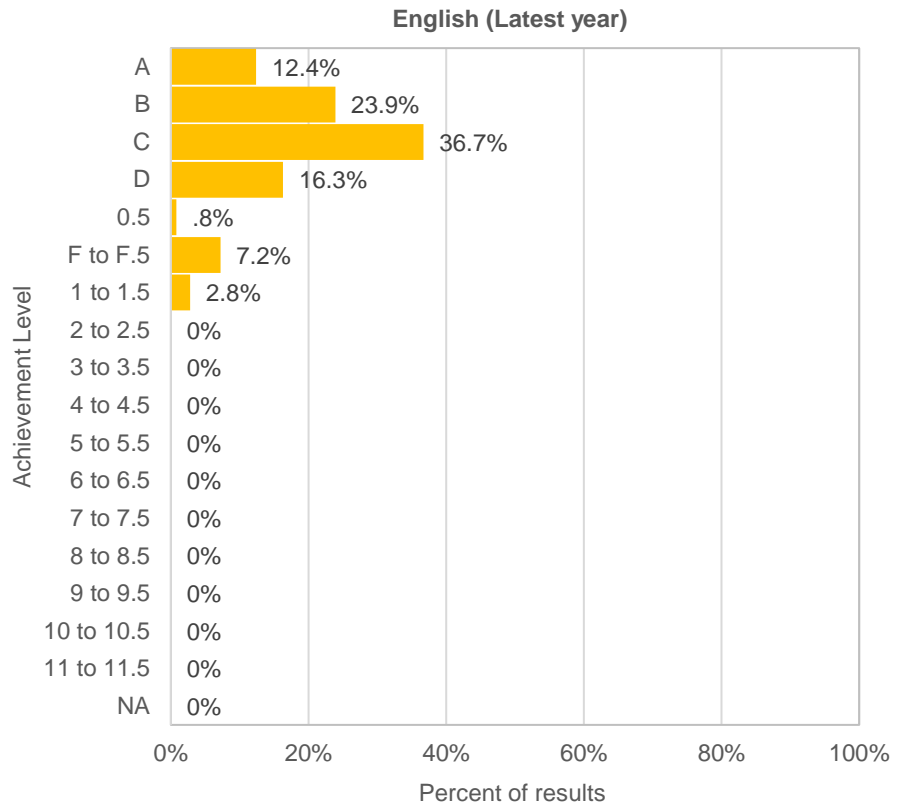
School Climate	Latest year (2020)
School percent endorsement:	68.6%
State average:	68.8%

School Climate (latest year)

School 68.6%
State 68.8%

Percent endorsement
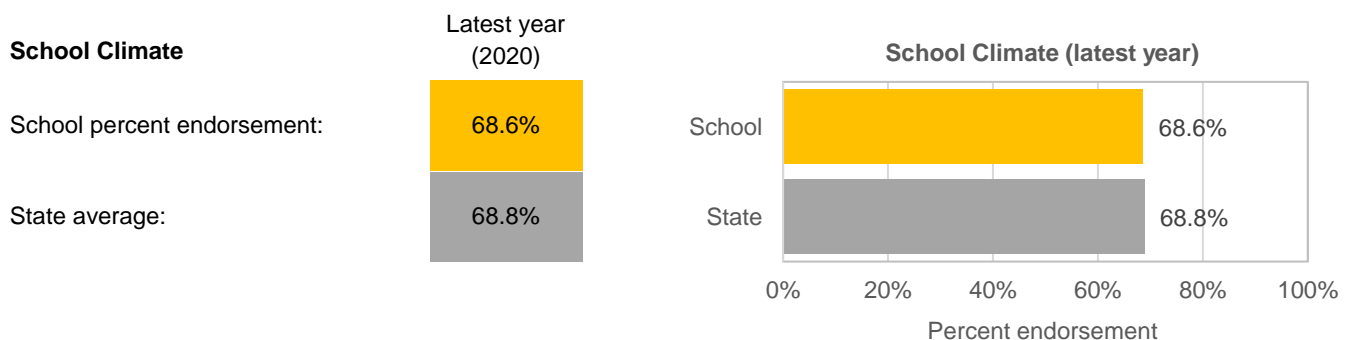
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

English
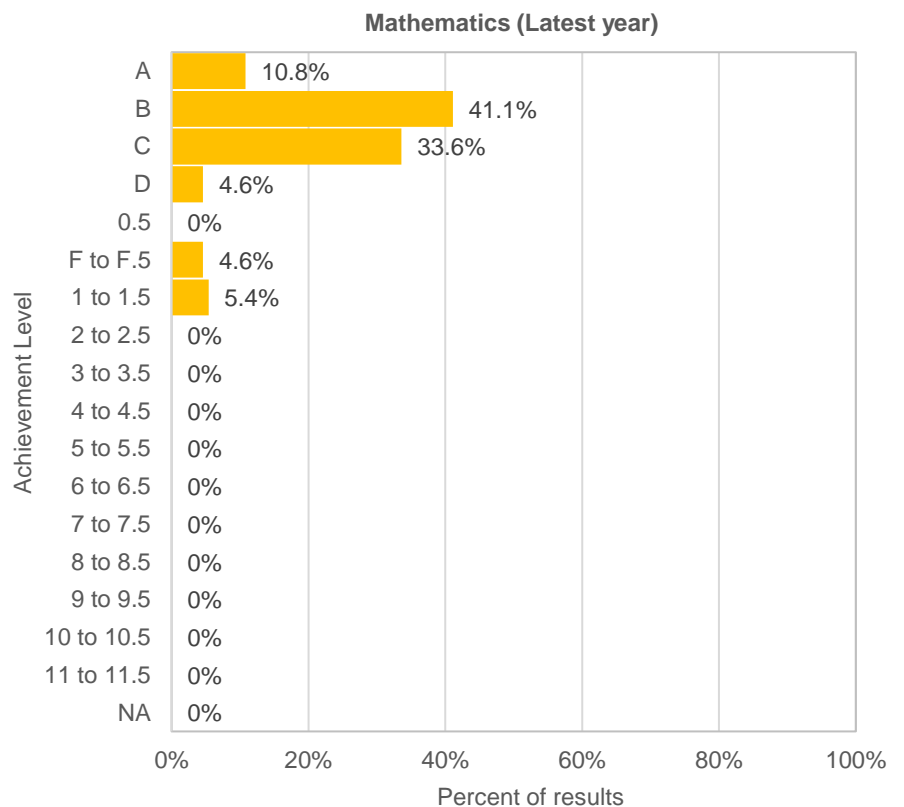
Achievement Level	Latest year (2020)
A	12.4%
B	23.9%
C	36.7%
D	16.3%
0.5	0.8%
F to F.5	7.2%
1 to 1.5	2.8%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

English (Latest year)

Achievement Level	Percent of results
A	12.4%
B	23.9%
C	36.7%
D	16.3%
0.5	.8%
F to F.5	7.2%
1 to 1.5	2.8%
2 to 2.5	0%
3 to 3.5	0%
4 to 4.5	0%
5 to 5.5	0%
6 to 6.5	0%
7 to 7.5	0%
8 to 8.5	0%
9 to 9.5	0%
10 to 10.5	0%
11 to 11.5	0%
NA	0%

Mathematics

Achievement Level	Latest year (2020)
A	10.8%
B	41.1%
C	33.6%
D	4.6%
0.5	NDA
F to F.5	4.6%
1 to 1.5	5.4%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Mathematics (Latest year)

Achievement Level	Percent of results
A	10.8%
B	41.1%
C	33.6%
D	4.6%
0.5	0%
F to F.5	4.6%
1 to 1.5	5.4%
2 to 2.5	0%
3 to 3.5	0%
4 to 4.5	0%
5 to 5.5	0%
6 to 6.5	0%
7 to 7.5	0%
8 to 8.5	0%
9 to 9.5	0%
10 to 10.5	0%
11 to 11.5	0%
NA	0%

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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	29.4	30.2	30.2	20.6	27.8

Students exiting to further studies or full-time employment

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

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

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	88.9%	100.0%	97.9%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,365,776
Government Provided DET Grants	$498,479
Government Grants Commonwealth	$378,371
Government Grants State	$9,725
Revenue Other	$5,924
Locally Raised Funds	$44,566
Capital Grants	NDA
Total Operating Revenue	**$5,302,841**

Equity [1]	Actual
Equity (Social Disadvantage)	$31,306
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$31,306**

Expenditure	Actual
Student Resource Package [2]	$4,186,202
Adjustments	NDA
Books & Publications	$501
Camps/Excursions/Activities	$6,587
Communication Costs	$7,892
Consumables	$45,383
Miscellaneous Expense [3]	$15,059
Professional Development	$21,716
Equipment/Maintenance/Hire	$61,364
Property Services	$46,851
Salaries & Allowances [4]	$420,576
Support Services	$50,653
Trading & Fundraising	$1,958
Motor Vehicle Expenses	$13,534
Travel & Subsistence	NDA
Utilities	$45,343
Total Operating Expenditure	**$4,923,618**
Net Operating Surplus/-Deficit	**$379,223**
Asset Acquisitions	**$6,099**

(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 02 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$623,495
Official Account	$42,401
Other Accounts	NDA
Total Funds Available	**$665,896**

Financial Commitments	Actual
Operating Reserve	$120,884
Other Recurrent Expenditure	$1,334
Provision Accounts	$76,139
Funds Received in Advance	$53,377
School Based Programs	$110,165
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$20,961
Capital - Buildings/Grounds < 12 months	$79,066
Maintenance - Buildings/Grounds < 12 months	$73,448
Asset/Equipment Replacement > 12 months	$80,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$615,374**

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.