2015 Annual Report to the School Community

Heatherwood School

School Number: 4871

Name of School Principal: **Paul Hills**

Name of School Council President: Stephen Worrall

Date of Endorsement: 29ᵗʰ April 2016

About Our School

School Context

Heatherwood is a secondary school for students with mild intellectual disabilities. The goal of the school is to continue to improve the schools capacity to deliver improved academic, personal, social and community outcomes for all elements of its community. It currently has a staff consisting of 45 full time equivalent teachers and 23 education support staff.

The school population reflects a slight increase with 279 students, 98 girls and 181 boys from the Outer East of Melbourne. The curriculum is currently based on AusVELS but the focus is also on transiting to the new Victorian curriculum from 7 to year 10. There is a great an emphasis on Individual Learning Plans.

As a Registered Training Organisation (RTO), Heatherwood has established a range of vocational training certificate courses on the school's scope as well as the Victorian Certificate of Applied Learning (VCAL), both at Foundation and Intermediate levels thereby providing a broad range of pathways for students with individual abilities.

Innovative curriculum and personal development programs are a feature of the school. Challenging programs, including those offered through ADVANCE and Outdoor Education which builds self-esteem, confidence and resilience while being well-established are constantly being reviewed and refined.

Heatherwood recognises the great contribution parents and carers make and their involvement is highly valued.. We recognize the importance of having a strong partnership between the school and its community to ensure the best outcomes for students can be achieved.

Data indicates that parent satisfaction with the school continues to show a steady improvement. Heatherwood continues with its focus on distributive leadership, the establishment of teams and school and community wide consultation as it strives to provide challenging opportunities for student, academic, personal and social growth.

Achievement

Negotiated individual learning plans involving establishing key educational and personal goals annual goals and short term five week goals and priorities for each student is a vital aspect of the teaching and learning process at the school. Students are challenged, encouraged and supported to achieve their goals. Data is collected to provide evidence of student growth.

Curriculum is developed, monitored and reviewed by teams across the school and is based on, AusVELS, Victorian Certificate of Applied Learning and a variety of Certificate 1 Courses. Integrated themes provide an extension for students across a range of learning domains through well designed and modified units of work.

Literacy, Numeracy and Protective Behaviours are priorities across the school. Student progress is tracked on the Heatherwood web-based program, Student Assessment and Reporting (STAR).

Information technologies play a major role in the school and opportunities are being created to ensure it is being integrated into all areas of teaching and student learning.

The school ensures that all technology is current and reflects that used in the community. This is reflected by the introduction of ipads into Years 7 & 8 and for staff. Heatherwood recognises that technology is not only motivational, it is increasingly important in everyday life

Engagement

To maximise student involvement in their learning the school builds programs around student interests to maximise levels of motivation and commitment.

To provide every opportunity for student growth strategies concentrating on the following areas are being implemented and enhanced.

- Involving students in developing five week learning goals therefore engaging them in all aspects of their learning.
- Documenting learning intentions at the beginning of sessions so that students understand what is expected of them
- Developing a rubric for projects to ensure students understand what is required
- Individualising and developing flexible programs
- Individual behaviour management plans targeting anti-social behaviours.
- Maintaining ongoing communication links with the school community.

Our school focuses on building student confidence, self-esteem and resilience as a precursor to student wellbeing.
Heatherwood continues to focus on decreasing student absences and disruptions to student learning. The school actively seeks to examine opportunities both internally and externally that will enhance current educational programs and practices.

Heatherwood aims to provide learning opportunities that will highly motivate and therefore engage students in their learning to build the skills, attitudes and behaviours that will be required for them to maximize opportunities available them in their community.

Wellbeing

Heatherwood continues to focus on building student resilience, self-confidence and self-esteem to underpin student wellbeing. Structures such as

- Regular Student Representative Council meetings
- Student leadership training
- Forms for expressing student concerns
- Student forums
- Attitudes to school survey

provide a voice for students in the running of the school and also opportunities for feedback and / or to express concerns which can be addressed.

Staff allocated to support student programs such as the G'Day and Leadership Programs support student well-being and provide opportunities for students to practice self-discipline and resilience strategies.

Student programs provided by teachers in conjunction with referrals to the schools SSSO (Social Worker and Psychologist) assist both students and their families.

The school's protective behaviour program covers areas relevant to student well-being including cyber safety, stranger danger, social skills, drugs and alcohol, sexuality and being safe.

The school has a number of processes in place to support students who exhibit, present with or express concerns related to wellbeing issues and continues to seek out programs, resources and community contacts to support students and their families.

Productivity

Heatherwood continues through the use of teams and active working parties to provide opportunities for staff involvement and maximize the opportunities for feedback and planning to ensure maximise use of resources, to seek out opportunities and strategically plan to meet future needs of the school and its community.

Teams focusing on facilities, timetabling, curriculum, professional learning and finance ensure the school allocates its resources effectively and efficiently.

Professional development for staff, clarity of staff roles, induction programs, class teacher support structures, co-teaching, school wide understanding of procedures and processes, staff well-being and feedback structures and the introduction of a teaching and learning coach are examples of how the school supports and improves the school climate.

Heatherwood places a great emphasis on planning. Areas of focus include –
   o Curriculum across the school
   o Professional development for sections
   o Developing individual learning plans
   o Allocation of resources and facilities (timetabling)

Strategically it focuses on DET initiatives, best practice when providing teaching and learning opportunities, new technology and teaching resources, and developing sustainable financial plans.

The school recognises the potential that lies in maintaining and establishing new relationships with its community. Regular contact with community services, recognition of contributions made through events such as Thank You afternoon teas, Recognition Certificates and newsletter references are ways we use to acknowledge and build on our community support

Heatherwood is committed to make the maximum use of its resources to meet and support the individual needs of its students and all members of the school community and to plan strategically to meet the needs of future students and their families.

For more detailed information regarding our school please visit our website at
http://www.heatherwood.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 270 students were enrolled at this school in 2015, 103 female and 167 male.
There were < 10% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | mid-high | high |

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.
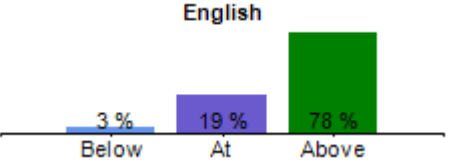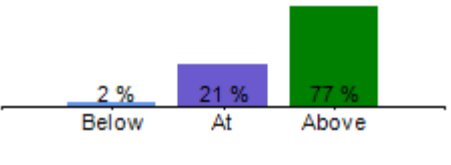
School Staff Survey

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.

Performance Summary

Key: Result for this school: ●

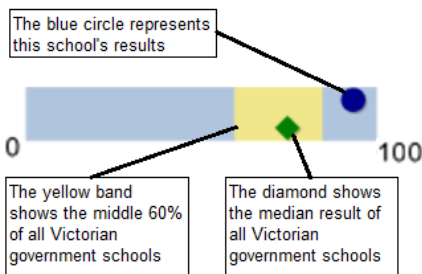| Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 12 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ▭▭▭▭▭▭ 100 Results: Mathematics 0 ▭▭▭▭▭▭ 100	Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** 3% Below 19% At 78% Above **Mathematics** 2% Below 21% At 77% Above	Towards Foundation Level AusVELS is not used for the School Comparison.

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

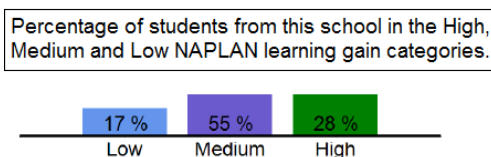| 28 % | 46 % | 26 % |
| Below | At | Above |

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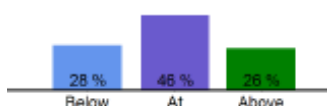
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

Higher

Similar

Lower

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.

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, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$6,940,357	High Yield Investment Account	$1,856,943
Government Provided DET Grants	$1,715,251	Official Account	$64,356
Government Grants State	$28,763	Other Accounts	$1,265,503
Revenue Other	$110,372	**Total Funds Available**	**$3,186,802**
Locally Raised Funds	$405,157		
Total Operating Revenue	**$9,199,901**		

Expenditure		Financial Commitments	
Student Resource Package	$6,619,460	Operating Reserve	$237,213
Books & Publications	$4,612	Asset/Equipment Replacement < 12 months	$235,000
Communication Costs	$23,377	Capital - Buildings/Grounds incl SMS<12 months	$250,000
Consumables	$183,692	Maintenance - Buildings/Grounds incl SMS<12 months	$130,000
Miscellaneous Expense	$297,939	Revenue Receipted in Advance	$30,951
Professional Development	$75,445	School Based Programs	$13,525
Property and Equipment Services	$691,749	School/Network/Cluster Coordination	$2,193
Salaries & Allowances	$297,260	Other recurrent expenditure	$787,919
Trading & Fundraising	$53,837	Asset/Equipment Replacement > 12 months	$200,000
Travel & Subsistence	$67,030	Capital - Buildings/Grounds incl SMS>12 months	$1,000,000
Utilities	$41,109	Maintenance -Buildings/Grounds incl SMS>12 months	$300,000
		Total Financial Commitments	**$3,186,802**
Total Operating Expenditure	**$8,355,511**		
Net Operating Surplus/-Deficit	**$844,390**		
Asset Acquisitions	**$164,952**		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

Heatherwood understands the need for careful financial planning as the schools financial situation can fluctuate dramatically. The school is significantly financially vulnerable due to changes in student funding levels. This combined with student transfers can impact significantly on staffing and therefore on intended teaching and learning outcomes and support programs for students.

Heatherwood will continue to acknowledge its responsibilities to support families who suffer financial hardships and will continue to ensure that students access to educational program opportunities are not limited by financial stress.

In its financial planning the school takes into account the increasing cost of maintenance and upgrading facilities and resources, increasing staff costs while recognizing the many competing financial needs it has to address on a limited and potentially fluctuating financial base. The schools budget process has been streamlined to ensure that all teaching programs are well resourced and this combined with transparent and strong accountability processes maximizes the use of its financial resources.

There are a number of complexities that need to be taken into account when reviewing the schools financial data. Included in the schools financial figures are the funds allocated to the Statewide Vision Resource Centre (SVRC) (as we act as their banker school).

Highlights from the financial performance and position statement include a significant increase in school based program costs and increased costs for asset and equipment/replacements which is anticipated to increase in the following year.

It should be noted that the identified surplus is a combination of SVRC monies and the monies allocated to support the 2016 budgets.