

2023 Annual Report to the School Community

School Name: Heatherwood School (4871)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 02:39 PM by Paul Hills (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 15 April 2024 at 12:11 PM by Michelle Payne (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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.

'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 disabilities 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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Heatherwood is a secondary school for students with mild intellectual disabilities. The focus of the school is on growth. Its goal is to continually increase the school's ability to improve the outcomes for its students, academically, personally and socially and their ability to successfully participate post school in the community options they choose.

It currently has a staff consisting of 41 teachers and 27 education support staff. In addition, the school appointed a social worker to work 4 days per week.

The curriculum is currently focused on implementing to the Victorian Curriculum from year 7 to year 10 and Year 11 and 12 is VPC and VET based. Across the school there is a great emphasis on Differentiation, Individual Education Plans and Individual 5-week Goal Setting.

Heatherwoods Designated Transport Zone (DTA) is very extensive, and its students come mainly from the Outer East. While the school's student numbers of 238 indicates a slight decrease. Numbers have been consistent for several years but may be impacted upon in the future by funding changes and facility issues. Heatherwood is a Registered Training Organisation (RTO). It has established a range of vocational training certificate courses on the school's scope including Certificates in Hospitality (Kitchen Operations), Retailing, Active Volunteering, Sport and Recreation and Agrifoods.

Challenging and innovative programs, including those offered through ADVANCE, Protective Behaviours programs and STEM / Science, emphasise building self-esteem, confidence, and resilience.

As a result of ongoing assessment and review, program content is regularly updated to ensure relevance and provide suitable student outcomes and learning opportunities.

Heatherwood recognises the importance of having a strong partnership with its community. It greatly values and actively seeks the involvement and contribution of parents and carers. Feedback is also actively sought and greatly valued. The continuing establishment of curriculum and planning teams provides an opportunity for leadership, personal professional growth, and ongoing consultation. The implementation of Professional Learning Communities is also a feature of planning, curriculum development and implementation to support teachers.

With the introduction of the NDIS, transition and community support programs are constantly reviewed and modified to support families and students moving from school to post school careers.

Heatherwood continues to reach out to the communities where our families live to establish partnerships, possible support links and potential opportunities for our student to engage in their immediate social environments.

Progress towards strategic goals, student outcomes and student engagement

Learning

Heatherwood believes every student can and has the right to learn. In practise, this means that student programs need to be individualised and goals set to ensure success and growth.

Explicit teaching, differentiated planning, involving establishing an Individual Education Plan (IEP) with key long term educational and personal goals, short term clear, achievable 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. A range of assessment strategies are used to collect data that provides evidence of student growth which assists with future planning.

Through the establishment of joint planning times, curriculum teams and curriculum leaders' meetings supported by the Professional Learning Community, ongoing curriculum development and implementation can be monitored and enhanced. Curriculum is based on the Victorian Curriculum for Years 7 – 10, and on the Victorian Pathways Certificate (VPC) - Foundation Level and a variety of Vocational Education and Training (VET) Certificate 1 & 2 Courses on the Heatherwood scope. A significant number of specialist programs support and maximise student learning opportunities. Programs such as, Digital Technology, Physical Education, Food Technology, Science, Active Life, Horticulture, Protective Behaviours and Visual Arts provide opportunities for students to develop and extend their skills and knowledge. Literacy, Numeracy and Protective Behaviours are ongoing priorities across the school.

Central Assessments is a web-based program used to assess and track student progress.

The establishment of a data wall for literacy, numeracy and personal development will add to the school's ability to identify students' levels and ensures appropriate planning to achieve growth.

Explicit teaching is supported by digital technologies which play a major role in the school. Opportunities are being created to ensure that technology can be integrated into all areas of teaching and student learning.

The school ensures that all technology is current and reflects what is used in the community. This is reflected by use of individual ipads in Years 7 & 8, laptops for years 9 to 12 and for staff. Heatherwood recognises that technology is not only motivational, it is increasingly important in everyday life but it needs to be used responsibly and with a focus on cyber safety.

Wellbeing

Heatherwood is strongly committed to the development and wellbeing of its students. It provides challenging programs to develop, reinforce and extend students academically, socially and personally. Building self-confidence, resilience, and the ability to interact safely and successfully are the focus particularly of transition programs.

The school has a strong Student Representative Council which seeks out student views and advocates on their behalf with regular meetings and feedback at section assemblies. The student internet is being developed and students take significant roles and responsibilities for a range of activities including fund raising for identified support agencies or charities.

Heatherwood has a full-time Assistant Principal who has the responsibility of student wellbeing, developing both behaviour management and student wellbeing plans. If necessary, the school will financially support any student to access a school uniform and to participate in camps.

The school employs a Social Worker 4 days a week to support and link families with appropriate support agencies (where possible within their local community). The role also is to assist families to access with NDIS planning and applying for Disability Support Pensions.

A Behaviour Analyst has been employed 3 days a week to assist staff with developing behaviour management strategies for disengaged or students of concern.

Students are involved in developing their 5-week goals and are also encouraged to participate in SSGs. Student feedback is encouraged, valued, and is sought at a variety of levels.

Heatherwood continues to focus on engaging students in their learning. It understands that students learn in different ways and many benefit from hands on learning and explicit teaching. Though flexible programming, one on one support and practical programs students are given the opportunity to engage in their learning to maximise their strengths and to provide strategies for supporting areas of weakness.

Engagement

Heatherwood aims to provide a variety of learning opportunities to build the skills, attitudes and behaviours that will be required for students to maximise current and future opportunities and to allow them to successfully participate and engage with their communities. To some extent this is achieved through the delivery of programs that focus on building student confidence, self-esteem and resilience. By presenting a wide range of practical programs the school attempts to engage and maximise student involvement in their learning. Through building individual programs around student interests Heatherwood aims to maximise student levels of motivation and commitment. The school is also committed to presenting learning opportunities in real life situations and accessing opportunities in the community so that students can see the relevance of what they are doing.

Heatherwood recognises the need to understand the different ways that students learn and provides a range of programs that cater for the students' individual needs.

This includes:

- Individual timetables
- Explicit teaching
- Hands on learning experiences
- Balancing classroom work with motor skill programs
- Using motivational resources including digital technology resources
- Incursions

To ensure transferable skills are developed and reinforced, Employability Skills profiles are established. Career Education and support programs such as Work Experience and ADVANCE provide avenues for consolidation. Opportunities for students to be engaged in their learning are also reflected by:

- Involving students in developing five week learning goals.
- Documenting learning intentions at the beginning of sessions so that students understand what is expected of them.
- Individual development of flexible programs to meet student specific needs.
- Individual behaviour management plans targeting disrespectful behaviours.
- Maintain ongoing communication links with the school community.
- Developing wellbeing and safety plans to support students to feel safe and valued.

Financial performance

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

The impact on student numbers due to translation to the NDIS and a new funding model will increase the school's vulnerability to funding fluctuations and a possible reduction in income to the school.

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 considers the increasing cost of maintenance, upgrading facilities and resources and increasing staffing costs. It also recognises 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 several complexities that need to be considered when reviewing the school's financial data. Included in the school's financial figures are the funds allocated to the Statewide Vision Resource Centre (SVRC) - as we act as their banker school.

The need for careful financial planning can also be highlighted by the need to consider the cost of purchasing resources that will result from the two new extensive building programs to which the school has committed monies and the need to upgrade facilities including the basketball courts.

Without the school's ability to budget well and save for such major outlays, students would be disadvantaged.

Heatherwood received equity funding which was allocated to support the staffing of the science / stem program and to support digital resources across the school for all students to have access and to ensure the consistency of curriculum delivery across the school.

For more detailed information regarding our school please visit our website at
www.heatherwood.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 2.0 (FISO 2.0).

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 253 students were enrolled at this school in 2023, 92 female and 161 male.

6 percent of students had English as an additional language and 4 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).

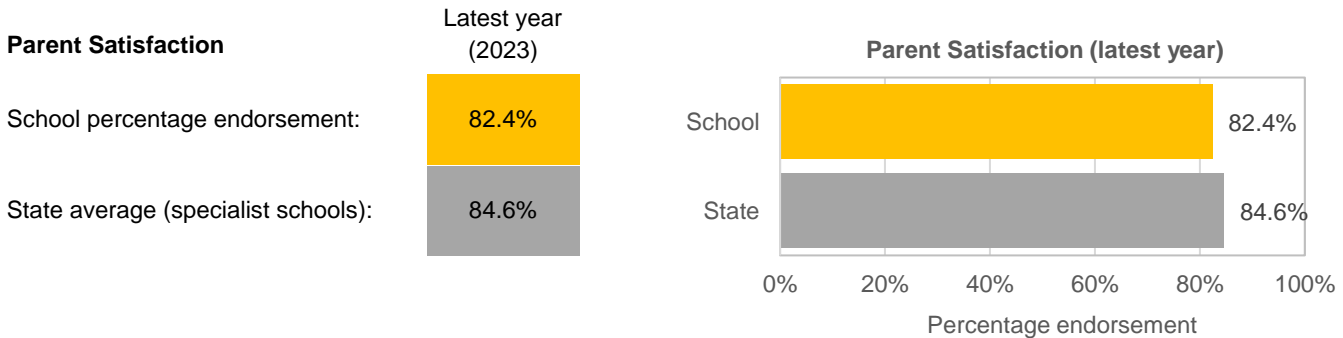
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

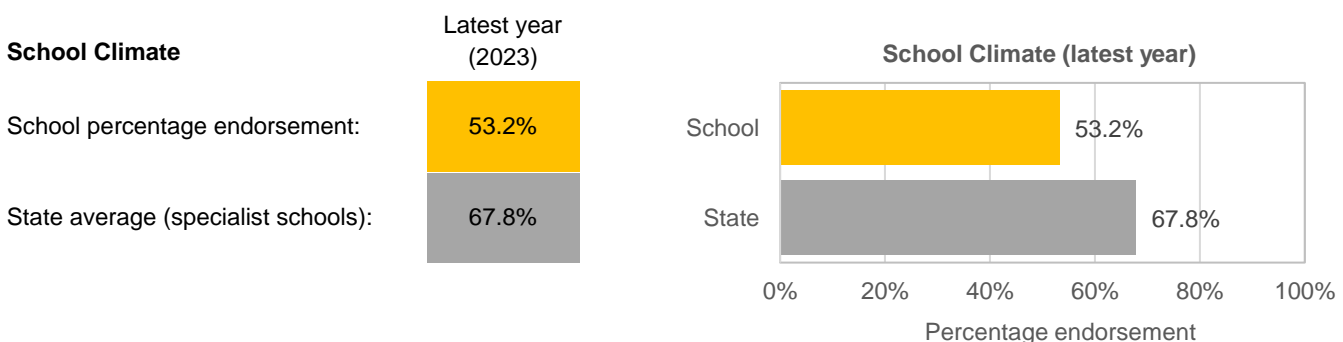


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



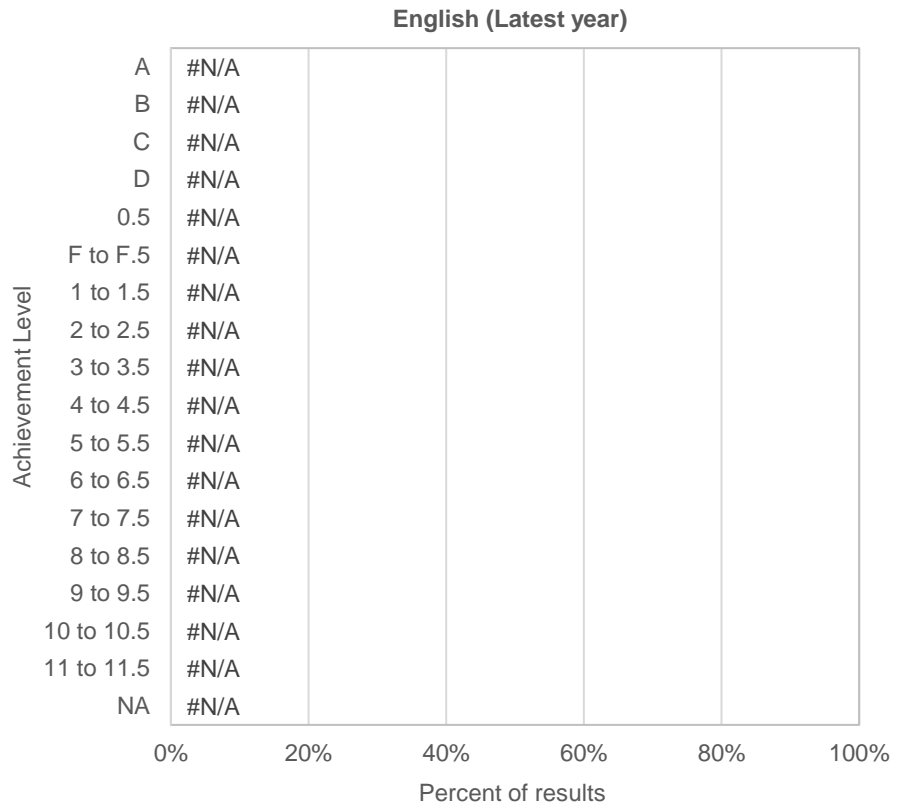
LEARNING

Teacher Judgement of student achievement

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

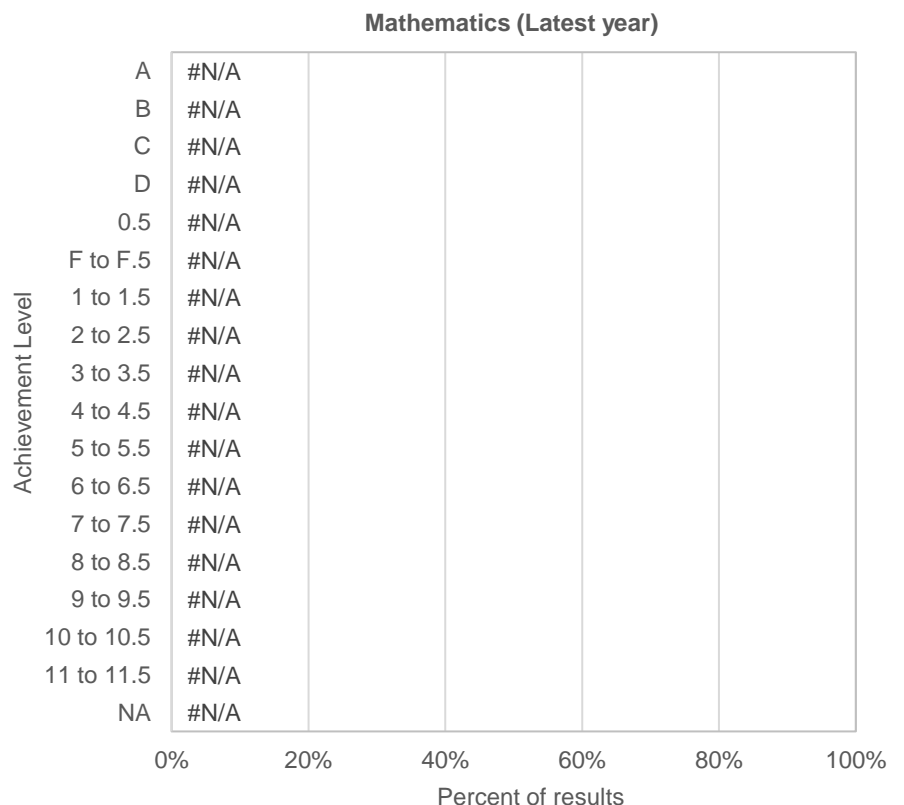
English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
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

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
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



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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	35.7	33.3	40.7	42.5	38.0

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	82.8%	72.2%	60.0%	100.0%	80.7%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$12,649,301
Government Provided DET Grants	\$1,321,140
Government Grants Commonwealth	\$2,000
Government Grants State	\$14,800
Revenue Other	\$142,164
Locally Raised Funds	\$179,051
Capital Grants	\$0
Total Operating Revenue	\$14,308,456

Equity ¹	Actual
Equity (Social Disadvantage)	\$154,392
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$154,392

Expenditure	Actual
Student Resource Package ²	\$8,712,536
Adjustments	\$0
Books & Publications	\$1,891
Camps/Excursions/Activities	\$171,149
Communication Costs	\$26,508
Consumables	\$195,991
Miscellaneous Expense ³	\$49,099
Professional Development	\$34,801
Equipment/Maintenance/Hire	\$333,322
Property Services	\$115,201
Salaries & Allowances ⁴	\$314,931
Support Services	\$89,207
Trading & Fundraising	\$54,633
Motor Vehicle Expenses	\$31,124
Travel & Subsistence	\$20,922
Utilities	\$49,407
Total Operating Expenditure	\$10,200,723
Net Operating Surplus/-Deficit	\$4,107,733
Asset Acquisitions	\$31,672

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$2,511,093
Official Account	\$110,090
Other Accounts	\$0
Total Funds Available	\$2,621,184

Financial Commitments	Actual
Operating Reserve	\$232,557
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,030,529
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$140,011
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$320,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$3,000,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,973,096

All funds received from the Department of Education, 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.