

2019 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 (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 25 June 2020 at 02:28 PM by Paul Hills (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 16 July 2020 at 04:26 PM by Rosanna Pingatore (School Council President)

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 schools ability to improve the outcomes for its students, academically, personally and socially and their ability to successfully participate in the community they choose.

It currently has a staff consisting of 48 teachers and 24 education support staff.

The curriculum is currently focused on implementing to the Victorian curriculum from year 7 to year 10 and Year 11 and 12 is VCAL based. Across the school there is a great emphasis on differentiation, Individual Learning Plans and goal setting.

Heatherwoods Designated Transport Zone (DTA) is very extensive therefore and its students come mainly from the Outer East .While the school's student numbers of 274 indicates a slight increase. Numbers have been fairly consistent for a number of years

Heatherwood is a Registered Training Organisation (RTO). It has established a range of vocational training certificate courses on the school's scope including by Certificates in Hospitality (Kitchen Operations) and Agrifoods previously auspices though other RTO's.

Challenging and innovative programs, including those offered through ADVANCE, Outdoor Education, Woodwork and Protective Behaviours programs and future programs including STEAM / 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.

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

Framework for Improving Student Outcomes (FISO)

Heatherwood was involved in a collaborative project with other specialist schools, which focused on excellence in teaching and learning to improved student outcomes.

The focus was looking at one of the key improvement strategies – Feedback

The goals were to;

Develop an understanding of feedback strategies used within the schools

Set up a grid listing all strategies for giving and receiving feedback under:

Teachers

Students

Parents

Community

For individual schools to have a statement such as at Heatherwood School feedback means -

The main strategies for achieving these goals

Review how feedback is used to bring about improved student learning outcomes

Review the connection between the giving and receiving of feedback

Review the connection between each element of the school community

Review different forms of feedback

Explore the opportunities for the provision of giving and receiving feedback

Collect examples of strategies used for giving and receiving feedback

Establish a School Improvement Team with the focus reflection FISO focus
 Survey all elements of the school community what they use and how they would like to receive feedback
 Establish professional development opportunities to focus on giving and receiving feedback successfully and that makes positive outcomes.

Achievement

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

Explicit teaching, differentiated planning involving establishing key 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 Assistant Principal for curriculum, 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 Certificate of Applied Learning (VCAL) -Foundation Level and a variety of Certificate 1 Courses on the Heatherwood scope.

A significant number of specialist programs support and maximise student learning opportunities. Programs such as Woodwork, Science, Outdoor Education, Horticulture, Protective Behaviours and Performing 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. Student progress is tracked on the Heatherwood web-based program, Student Assessment and Reporting (STAR). The establishment of a data wall for literacy, numeracy and personal development will add to the schools 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 that it needs to be used responsibly.

Engagement

Heatherwood aims to provide learning opportunities to build the skills, attitudes and behaviours that will be required for students to maximise current and future opportunities Also 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 as a precursor to student wellbeing

By presenting a wide range of practical programs the school attempts to engage and maximise student involvement in their learning. By building individual programs around student interests Heatherwood aims to maximise student levels of motivation and commitment.

The school is committed to presenting learning opportunities in real life situations and accessing opportunities in the community. 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 providing 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.

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 Ambassadors program continues with the joint focus on building student leadership skills and providing support for other students who are socially isolated or anxious.

The student internet is being developed and students take significant roles and responsibilities for a range of activities including fund raising.

The Student Attitudes to School survey this year indicated that in a number of age groups boys were struggling to engage in many aspects of the school. A greater focus on applied learning to a large extent having the content initiated by the students is being planned for next year in an attempt to address some of these issues.

Heatherwood has a full-time Assistant Principal who has the responsibility of student wellbeing developing both behaviour management and student wellbeing plans. Planning is also in the process to employ a social worker part time to support families and link them with support agencies. The school when appropriate will financially support any student to participate in camps.

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 engaging students in their learning. 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

Financial performance and position

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. 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 transition to the NDIS and a possible new funding model will increase the schools 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 takes into account 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 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.

It should be noted that the identified deficit is mainly as a result of the significant contribution the school made to the

building works that were due to be completed in 2019.

Heatherwood received equity funding in 2019 which was allocated to support all year 7 and year 8 students to access an individual ipad, to support students to access camps (who due to financial issues would not have been able to attend) and employ a staff member to ensure all students have full access to the new science program.

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 274 students were enrolled at this school in 2019, 107 female and 167 male.

4 percent were EAL (English as an Additional Language) students and 4 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																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>1%</td></tr> <tr><td>D</td><td>4%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>10%</td></tr> <tr><td>1 - 1.5</td><td>23%</td></tr> <tr><td>2 - 2.5</td><td>25%</td></tr> <tr><td>3 - 3.5</td><td>21%</td></tr> <tr><td>4 - 4.5</td><td>9%</td></tr> <tr><td>5 - 5.5</td><td>2%</td></tr> <tr><td>6 - 6.5</td><td>1%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>1%</td></tr> <tr><td>D</td><td>1%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>8%</td></tr> <tr><td>1 - 1.5</td><td>25%</td></tr> <tr><td>2 - 2.5</td><td>26%</td></tr> <tr><td>3 - 3.5</td><td>21%</td></tr> <tr><td>4 - 4.5</td><td>10%</td></tr> <tr><td>5 - 5.5</td><td>4%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	0%	B	0%	C	1%	D	4%	0.5	3%	F - F.5	10%	1 - 1.5	23%	2 - 2.5	25%	3 - 3.5	21%	4 - 4.5	9%	5 - 5.5	2%	6 - 6.5	1%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	0%	B	0%	C	1%	D	1%	0.5	3%	F - F.5	8%	1 - 1.5	25%	2 - 2.5	26%	3 - 3.5	21%	4 - 4.5	10%	5 - 5.5	4%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>27.9</td> <td>29.3</td> <td>31.9</td> <td>37.6</td> <td>31.7</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	27.9	29.3	31.9	37.6	31.7
Year	2016	2017	2018	2019	4-year average								
Average absence days	27.9	29.3	31.9	37.6	31.7								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>81.8</td> <td>87.3</td> <td>96.0</td> <td>91.3</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	100.0	81.8	87.3	96.0	91.3
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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	\$8,624,829
Government Provided DET Grants	\$2,034,668
Government Grants Commonwealth	\$7,100
Government Grants State	\$10,788
Revenue Other	\$126,598
Locally Raised Funds	\$534,229
Total Operating Revenue	\$11,338,213

Equity ¹	
Equity (Social Disadvantage)	\$70,762
Equity Total	\$70,762

Expenditure	
Student Resource Package ²	\$7,635,632
Books & Publications	\$4,256
Communication Costs	\$28,140
Consumables	\$246,240
Miscellaneous Expense ³	\$1,873,988
Professional Development	\$43,485
Property and Equipment Services	\$2,239,740
Salaries & Allowances ⁴	\$284,388
Trading & Fundraising	\$48,520
Travel & Subsistence	\$66,210
Utilities	\$59,941

Total Operating Expenditure **\$12,530,540**

Net Operating Surplus/-Deficit **(\$1,192,327)**

Asset Acquisitions **\$36,122**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$3,027,124
Official Account	\$91,916
Other Accounts	\$0
Total Funds Available	\$3,119,040

Financial Commitments	
Operating Reserve	\$795,752
Funds Received in Advance	\$25,452
School Based Programs	\$1,006,546
Funds for Committees/Shared Arrangements	\$1,794,190
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$350,000
Capital - Buildings/Grounds > 12 months	\$1,000,000
Total Financial Commitments	\$5,221,939

(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.