

2020 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 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 27 April 2021 at 01:27 PM by Paul Hills (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 30 April 2021 at 09:48 AM by Rosanna Pingatore (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

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. In addition the school appointed a social worker to work 2 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 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 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 Certificates in Hospitality (Kitchen Operations) and Agrifoods.

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 and community support programs are constantly reviewed and modified to support families and students moving from school to post school careers.

Framework for Improving Student Outcomes (FISO)

Heatherwood was involved in a collaborative project with other specialist schools, which focused on initially researching what school management systems specialist and special school used, how they were introduced to their community, training and professional development required and the benefits of each system to improving teaching and learning and communications with all elements of the school community.

This ultimately would lead to Heatherwood choosing a new school management system to replace the STAR program. A statewide questionnaire was sent out through the Principals Association of Special Schools (PASS) to identify what management systems were being used in each setting.

A school improvement team (SIT) was established for the purpose of setting criteria for identifying the new system (so that it met the needs of Heatherwood) and determining what feedback was required from each setting that would be contacted.

Virtual meetings occurred and feedback documented.

As a result of the feedback received a preferred system was identified and professional development and training priorities established.

External facilitators from other settings attended the school to provide in-service initially to the SIT who then followed the "train the trainer" approach to provide professional development opportunities for staff throughout 2020 leading in to 2021.

Achievement

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 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 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 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 and with a focus on cyber safety.

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 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.

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.
- Developing a rubric for projects to ensure students understand what is required.
- 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 plans to support students to feel safe and valued

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.

Heatherwood has a full-time Assistant Principal who has the responsibility of student wellbeing, developing both behaviour management and student wellbeing plans. Heatherwood employed a social worker part time to assist families to access NDIS, Disability Support Pensions and link families with support agencies when appropriate. If necessary the school 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 on engaging students in their learning. Though flexible programing, 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.

Throughout lockdown Heatherwood developed wrap around teams to ensure students, staff and families were being supported. We followed the motto "every student every day" meaning that an attempt was made to ensure every family / student were contacted every day whether they were actively involved in zoom sessions or not.

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 translation 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 and extensive asphaltting works completed during 2020. Heatherwood received equity funding in 2020 which was allocated to support all year 7 and year 8 students having access an individual ipad, to support students to access the bike education program through the purchasing of a variety of vehicles and employing a staff member to ensure all students have full access to the STEAM / science program.

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 261 students were enrolled at this school in 2020, 96 female and 165 male.

4 percent of students had English as an additional language and 5 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.

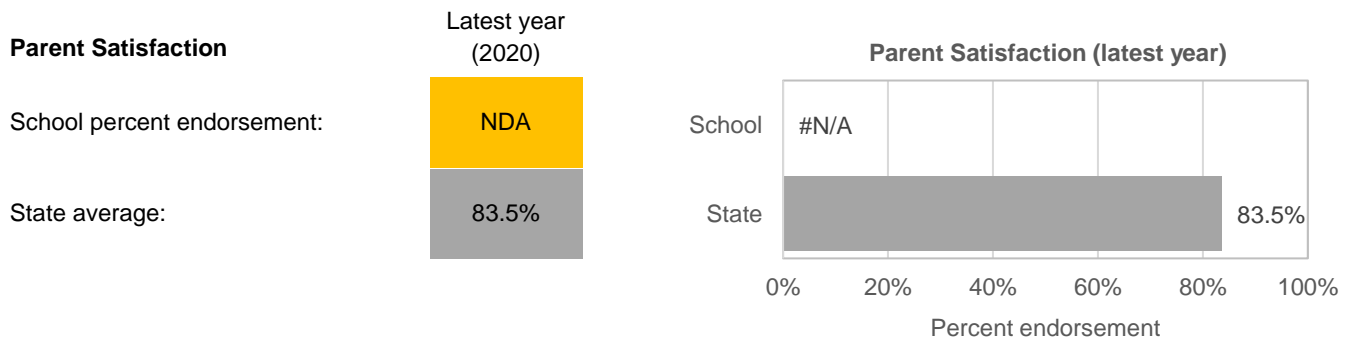
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

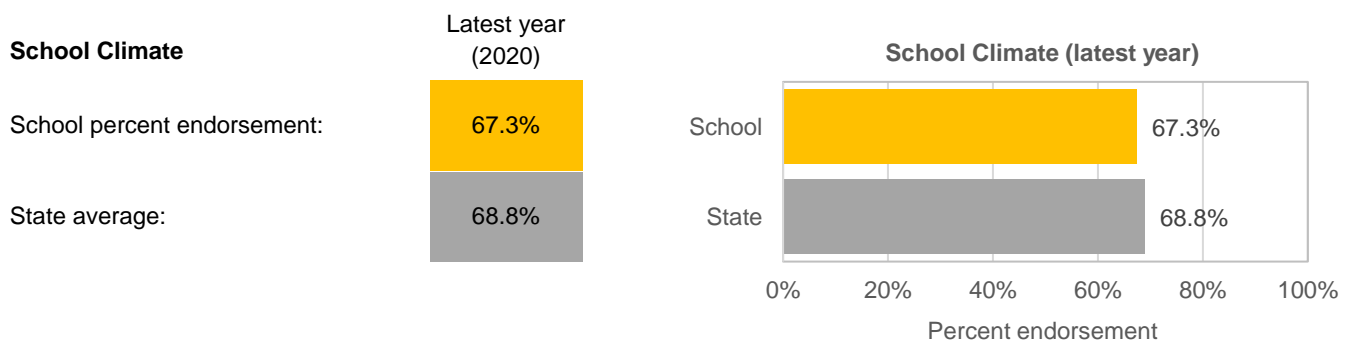


School Staff Survey

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.



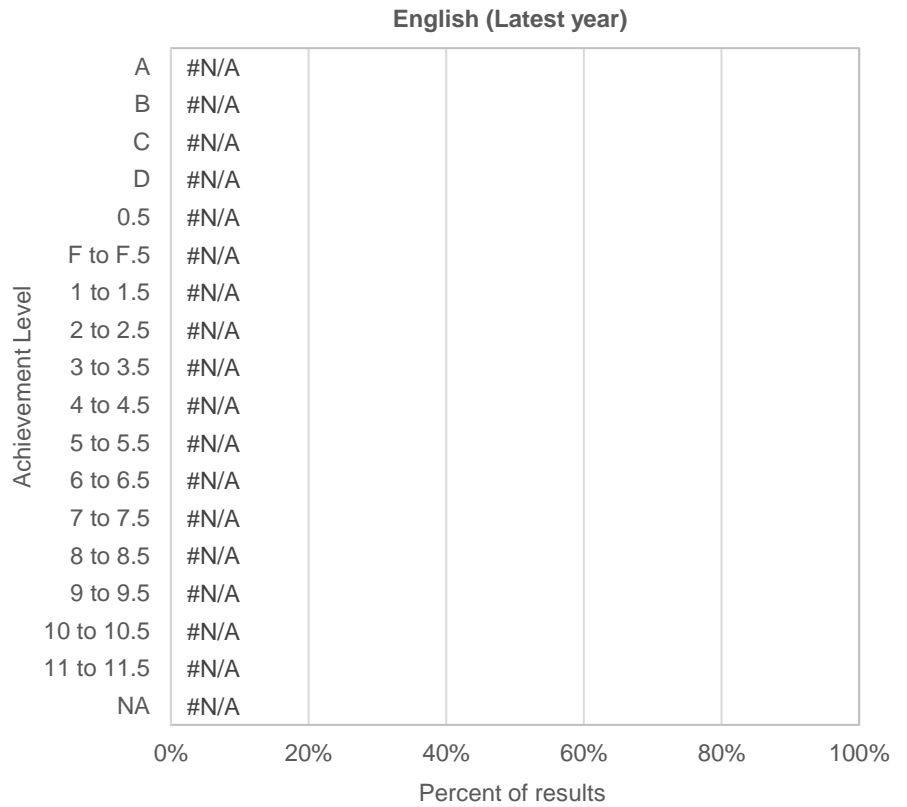
ACHIEVEMENT

Teacher Judgement of student achievement

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

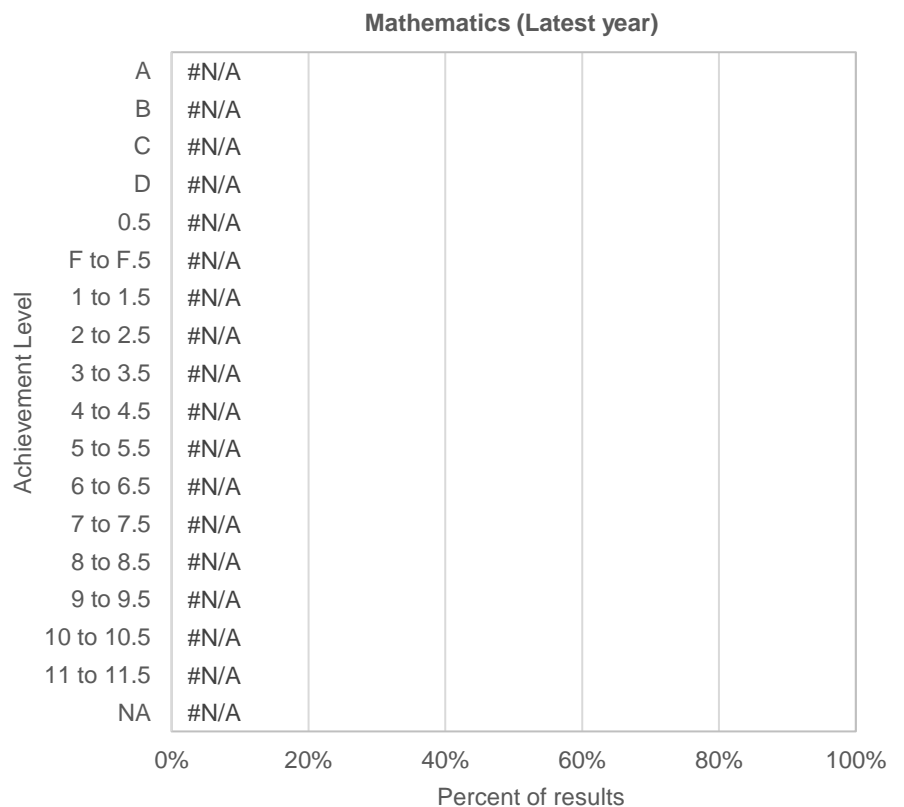
English

Achievement Level	Latest year (2020)
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 (2020)
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. 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:	29.3	31.9	37.6	36.1	33.7

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:	81.8%	87.3%	96.0%	82.8%	86.7%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,624,118
Government Provided DET Grants	\$767,395
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$65,246
Locally Raised Funds	\$128,513
Capital Grants	NDA
Total Operating Revenue	\$10,594,996

Equity ¹	Actual
Equity (Social Disadvantage)	\$89,198
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$89,198

Expenditure	Actual
Student Resource Package ²	\$8,150,798
Adjustments	NDA
Books & Publications	\$2,665
Camps/Excursions/Activities	\$15,507
Communication Costs	\$26,410
Consumables	\$168,508
Miscellaneous Expense ³	\$43,045
Professional Development	\$33,175
Equipment/Maintenance/Hire	\$430,565
Property Services	\$171,383
Salaries & Allowances ⁴	\$222,405
Support Services	\$40,762
Trading & Fundraising	\$42,710
Motor Vehicle Expenses	\$29,663
Travel & Subsistence	\$20,644
Utilities	\$62,965
Total Operating Expenditure	\$9,461,204
Net Operating Surplus/-Deficit	\$1,133,792
Asset Acquisitions	\$9,182

- (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	\$2,912,142
Official Account	\$40,171
Other Accounts	NDA
Total Funds Available	\$2,952,313

Financial Commitments	Actual
Operating Reserve	\$193,654
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$37,776
School Based Programs	\$1,042,057
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$287,222
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$2,000,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$3,910,709

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.