

2016 Annual Report to the School Community



School Name: Ashwood School

School Number: 5097



Name of School Principal:

Helen Hatherly

Name of School Council President:

Antoinette Hammond

Date of Endorsement:

28th April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Ashwood School is a coeducational specialist school for 193 primary and secondary aged students which aspires to be a centre of excellence and a school of first choice in the field of special education. Students at Ashwood have a diagnosis of mild intellectual disability and come from a wide geographical area including the municipalities of Monash, Boroondara, Manningham, Stonnington, Whitehorse, Glen Eira and Bayside.

2016 has been a special year for Ashwood School. Throughout our 40th year we have celebrated many Ruby Red occasions and we have celebrated our unique identity as a specialist school for students with mild intellectual disabilities. We have celebrated our identity as we have honoured the past, celebrated the present and looked forward to our future.

The school provides a progressive, dynamic and supportive yet challenging environment that equips students with mild intellectual disabilities with the skills and knowledge to become valued members of the community. Individual Learning Plans engage students to achieve their personal best concentrating on building social, communication, independence and vocational skills to ensure a successful post school life. Students are grouped into 3 departments - Primary, Secondary and Senior Secondary (STEPS).

The school benefits from a large staff who are highly experienced and qualified in Special Education. The teaching staff are supported by experienced teacher assistants. The school has 53.4 equivalent full time staff, 2 Principal Class, 39 teachers and 12.4 Education Support Staff. The performance and development goals of every staff member are aligned with the school's priorities and staff meet regularly in Professional Learning Communities to support improved teacher capacity. We continue to invest in staff professional development and support staff to further their studies in special education. Ashwood students benefit from the range and diversity of quality educational programs and the school maintains class sizes that reflect the learning needs of students. Ashwood School promotes and presents a positive community image encouraging parent and community involvement.

Framework for Improving Student Outcomes (FISO)

Ashwood School was involved in a collaborative project with other specialist schools with a focus on Excellence in Teaching and Learning leading to improved student outcomes. Our goal was to develop an understanding of assessment processes used in our schools for reading comprehension and how that assessment is being used to shape learning. This was done by reviewing effective assessment programs and the collection of data that scaffold learning. The provision of a Professional Learning program for 2017 for schools to share differentiated learning and assessment tools was also explored.

The specific FISO emphasis for Ashwood is Excellence in Teaching and Learning with particular emphasis on the development of a whole school literacy plan. All staff performance and development goals were strongly linked to the 2016 Annual Implementation Plan and all teachers were active in the development of the documentation of the curriculum statements and scope and sequence.

Achievement

Ashwood School provides a pathway of learning from Foundation to Year 12. Years 11 & 12 participate in the hands-on, applied learning offered through the Victorian Certificate of Applied Learning and the Certificate in Transition Education. Every student at Ashwood School has a carefully and collaboratively planned, realistic yet challenging Individual Learning Program. Teachers, in a rolling cycle, review a wide variety of sources and resources to develop their year, term and weekly programs while addressing the student's individual needs. Included is the Victorian Curriculum continuum, previous year's school report and recommendations and current assessments. Planning is student centred and teachers at Ashwood are teachers of all students, not just those in their classroom. Opportunities to improve student learning outcomes occur in the classroom, during playground support, in the school corridors and at the end of the day in the bus lines or parent pick-up stations. Teachers collaborate within their own department and across the school to ensure student learning needs are fostered and encouraged. Individual Learning Plans are reviewed regularly with parents and students and reported on formally twice yearly. A range of assessment tools including ABLES are used to monitor student progress. Teachers continued to participate in the Abilities Based Learning Education support [ABLES] trials with Melbourne University. This enabled teachers to further develop their skills with the use of ABLES as an assessment tool.

Current school data indicates that the majority of students are making good to very good progress in all curriculum areas. Ashwood designed Student Self-Assessment tools continue to be used and these are presented to and discussed with families at the Annual Student Reviews in 4th term.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In 2016 our Student Wellbeing Committee, Student Representative Council and Student Environment Committee continued to drive projects throughout the year which engage all students in their learning and school life. A range of optional lunch time activities are organised for students to assist those who find the unstructured play times challenging. There is an expectation of a high level of school attendance and all student absences are followed up by the Department Coordinators.

Comprehensive curriculum coverage of English, Mathematics and Personal and Interpersonal development also includes commitments to specialist teaching programs which include: Visual Arts, Computer Technology, Physical Education/Fitness/Sport, Food Technology, Home Technology, Horticulture and Science, Library and Performing Arts. All students participate in electives / clubs each week and the Secondary students are actively involved in the Awards Victoria scheme which encompasses the Duke of Edinburgh Award program.

During 2016 STEP students have participated in Protective Behaviours classes each week and have covered a wide range of topics, all concerned with how to take care of yourself physically, emotionally and mentally.

Wellbeing

Our School Wide Positive Behaviour Support Program continues to be implemented and is now often referred to as our RIPOR program. It is a whole-school framework which is assisting with the development of positive learning environments. This is achieved by developing proactive systems to define, teach, and support appropriate student behaviours through our school Values of Respect, Integrity, Passion, Optimism and Responsibility (RIPOR) and our school mascot RIPOR 's three expectations: Be Safe, Be a Learner and Be Responsible.

All students are involved in programs where they can learn and practice social skills such as cooperation, managing conflict, making friends, being resilient and recognising and managing their own feelings. Students are encouraged to develop the understanding, strategies and skills that support a positive sense of self and to promote respectful relationships. The students are now familiar with our behaviour matrix and the common language we use. They know the expectations and understand what positive behaviour looks like.

Ashwood has an extensive student leadership program and the leadership capacity of our students is highlighted daily with older students assisting younger students both in the classroom through the Better Buddies program and in the playgrounds with House Captains, School Captains and Performing Arts Captains assisting throughout each day. This year we have continued the learning of meditation techniques, in the classrooms, in small groups and individually. Students report that as a result of meditation lessons they are experiencing reduced anxiety, stress and anger.

For more detailed information regarding our school please visit our website at www.ashwoodsch.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>193 students were enrolled at this school in 2016, 66 female and 126 male. There were 5% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>No Data Available</p> <hr/> <p>Results: Mathematics</p> <p>No Data Available</p>



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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>22.4</td> <td>22.1</td> <td>17.6</td> <td>21.6</td> <td>20.9</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	22.4	22.1	17.6	21.6	20.9
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<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 exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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, P-12 and specialist schools, 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).

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.

Changes in student achievement

Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,878,852
Government Provided DET Grants	\$417,658
Government Grants Commonwealth	\$7,825
Government Grants State	\$9,725
Revenue Other	\$30,340
Locally Raised Funds	\$357,499
Total Operating Revenue	\$5,701,900

Expenditure	
Student Resource Package	\$4,644,376
Books & Publications	\$1,638
Communication Costs	\$8,389
Consumables	\$75,164
Miscellaneous Expense	\$254,725
Professional Development	\$12,920
Property and Equipment Services	\$190,499
Salaries & Allowances	\$209,892
Trading & Fundraising	\$65,671
Travel & Subsistence	\$17,841
Utilities	\$38,667
Total Operating Expenditure	\$5,519,782

Net Operating Surplus/-Deficit	\$182,119
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$91,193
Official Account	\$23,597
Other Accounts	\$137,835
Total Funds Available	\$252,626

Financial Commitments	
Operating Reserve	\$137,872
Asset/Equipment Replacement < 12 months	\$72,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$17,750
Revenue Received in Advance	\$4,791
School Based Programs	\$20,212
Total Financial Commitments	\$252,626

Student Resource Package Expenditure figures are as of 06 March 2017 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.

Global budget figures were down due to lower enrolments. Locally raised funds were up as it was another production year and an additional – international - camp was held for senior students. A very successful fundraising event, the Family fun Day was held. Careful budgeting across all expenditure lines has reduced expenditure to ensure a surplus this year. A new cleaner has been engaged at a more competitive price.

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.