

2022 Annual Report to the School Community

School Name: Ashwood School (5097)



- 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 of the previous calendar year 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 04 April 2023 at 08:17 AM by Susan Boyd-Graham (Principal)

- This 2022 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 06 April 2023 at 07:55 AM by Natalie Lawlor (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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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').

About Our School

School context

Ashwood School is a coeducational specialist school for 137 primary and secondary aged students and aspires to be a centre of excellence and a school of first choice in the field of special education. Our purpose is to develop independent learners who achieve their maximum learning outcomes through the delivery of a focused and engaging curriculum that enables students to achieve their potential. Students at Ashwood are assessed as having a diagnosis of a mild intellectual disability and come from a wide geographical area including the municipalities of Monash, Boroondara, Manningham, Stonnington, Whitehorse, Glen Eira and Bayside. The school provides a supportive yet challenging environment that equips students with mild intellectual disabilities with the skills and knowledge to become valued members of the community. Students are grouped into three departments: Primary, Secondary and Senior Secondary (STEPS). Individual Education Plans engage students to achieve their personal best concentrating on building academic, social, communication, independence and employability skills to ensure a successful post school life.

The school has a strong focus on student voice and agency. Students are encouraged to voice their opinions and ideas in class, department meetings, school assemblies, community events and educational forums. Our student leadership program begins in the Primary Department as students voice their choices of educational activities, assist as classroom monitors and as Department Captains. In the Secondary Department students are leaders for the Duke of Edinburgh program, Visual Arts House leaders, and leaders for Bike Education and Technology programs. In the Student Transition Education Program (STEP) Department, students take on leadership roles in the areas of Performing Arts, Sports, the Student Representative Council and the Student Environment Committee. Student representatives from each class across the school form the committees and meet regularly. Our four School Captains have a pivotal role in leading school assemblies and encouraging student voice and participation in school led activities. Student leaders work with staff in the planning and implementation of events. Ashwood students have made suggestions and led change in a variety of curriculum areas and programs including the GO program, RIPOR Days, Student Wellbeing Week and celebrated cultural and community days. Ashwood student leaders support each other to have a valued voice in their school life. All students at Ashwood School work hard to follow the school values: Respect, Integrity, Passion, Optimism and Responsibility - RIPOR and the RIPOR expectations: Be a Learner, Be Safe and Be Responsible. The teaching and learning programs for every student have a focus of learning embedding the school values into their day to day lives. Our students show 'Respect' when they care for and are considerate to others, their environment and themselves. They show 'Integrity' when they are honest, trustworthy and fair. They show 'Passion and Optimism' when they are confident, persistent, resilient and enthusiastic. They show 'Responsibility' when they take charge of their actions and words and actively contribute to the school and wider community. 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 and all new parents are matched with a parent buddy. 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 2 Principal Class, 32 Teachers and 22 Education Support Staff inclusive of part time staff. The performance and development goals of every staff member are aligned with the school's priorities, and we continue to invest in staff professional development and support staff to further their studies in Special Education. Throughout 2022, staff continued to meet regularly in Professional Learning Communities to continue to development of improving teacher capabilities.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 school year began with a focus on connection following the previous two years of interruptions to onsite learning. It was important for the whole school community to feel a renewed connection to each other and the school environment. We achieved this by creating targeted learning experiences for students to explore their relationships with their peers and the wider school community as well as encouraging parents, carers and family members back into the school grounds for school events and curriculum and reporting meetings. We also used this as an opportunity to focus on building students' social skills and independence throughout the school day. Alongside this goal of connection, teachers focused on meeting the learning needs of individual students across the

curriculum concentrating on literacy, numeracy, and personal and social capabilities. Staff ensured learning opportunities were provided that maximised student engagement and encompassed a wide range of learning activities.

At Ashwood, our collaborative planning, assessment and reporting processes began with a 'Meet the Teacher' night and Student Support Group Meetings. These discussions with families were integral to the development of an individualised learning program planning learning goals for each student. These goals formed each child's Individual Education Plan (IEP). Teachers used the Victorian Early Years Learning and Development Framework, the Victorian Curriculum and the Victorian Certificate of Applied Learning (VCAL) learning outcomes to inform the selection of suitable goals for Individual Education Plans. Each student's IEP guides their learning pathway through each stage of their academic, physical and social development. The Student Support Group Review Meetings held towards the end of the year with families are a wonderful time to reflect on the progress made towards the IEP goals and celebrate the child's achievements made throughout the year.

A range of assessment tools including ABLES and Essential Assessments are used to assess and monitor student progress.

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 and surveys continue to be used and these are presented to, and discussed with, families at the Annual Student Reviews in Term Four.

Wellbeing

This year at Ashwood we focused on six areas to help us have a great year; keep being you, keep connected, keep moving, keep listening to your body, keep learning and keep seeking help. We continued working towards teaching our students to sustain a state of positive mood and attitude, to demonstrate resilience and to have positive relationships and experiences. Our students build resilience through their personal development and explicit teaching of social and emotional knowledge and skills. These skills help students cope with a variety of stressful situations including relationships. Social and emotional skills, such as understanding and managing emotions, getting along with friends and making good decisions are vital for a sense of wellbeing. These skills are taught and practised daily in all our classes.

The School Wide Positive Behaviour Support Program continues to be implemented and is referred to as our RIPOR program. It is a whole-school framework which assists with the development and maintenance of a positive learning environment. The proactive systems within the school assist to define, teach, review and support students to practice safe and engaged behaviours underpinned by our school values: Respect, Integrity, Passion, Optimism and Responsibility (RIPOR). Our school mascot is RIPOR who often visits assembly reinforcing the three expectations: Be Safe, Be a Learner and Be Responsible. Staff, students and our parent community encourage, praise and reward students when they follow the expectations. Rewards can be in the form of certificates at assembly, house points, classroom reward charts, time at a preferred activity or tangible rewards. These can be earned achieving a RIPOR ticket. These tickets are awarded by staff when desired behaviour is observed in the playground, the classroom, office area, on the bus and during transitions between classrooms. The tickets are then collected by students and exchanged at RIPOR Marketplace stalls throughout the year, randomly selected at assembly and added to the RIPOR Tower for a twice yearly. Whole School Reward Day. RIPOR lessons are timetabled to ensure that the social and emotional aspects of the curriculum and language are taught. This will assist our students identify the coping strategies to help them and use the emotional language to express themselves when managing challenges.

Ashwood celebrated Student Wellbeing Week recognising and supporting the wellbeing of all students at Ashwood with various activities planned throughout the week. This year, RIPOR set a challenge! Secondary and STEP students completed Ashwood's Amazing Race and the Primary students ventured out to search for RIPOR's Treasure Hunt. Students enjoyed working together to answer a riddle and complete a task before getting the clues needed for the next location in the local community. The highlight for many was the "Animals on the Move Farmyard" visit and the Ashwood Interschool Sports AFL competition between staff and students. The week also coincides with R U OK Day, where students participate in activities learning about ways in which they can support their family and friends by starting a conversation.

Engagement

Ashwood School provides a comprehensive curriculum coverage of English, Mathematics and Personal and Interpersonal Development to improve the capacity of students to strengthen their engagement and develop their learning confidence and independence. This also includes commitments to specialist teaching programs which include Food Technology, Digital Technology, Horticulture and Science, Visual Arts, Physical Education/Fitness/Sport, Library and Performing Arts. 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 and the Bike Education program. The Year 11 and 12 students participated in a memorable evening with staff, family and friends at the 2022 Presentation Ball. After many weeks of practice involving choreographed dances

and routines, students were presented to our special guests. A highlight of the evening was for guests and participants to come together on the dance floor.

This year was the introduction of a pilot program titled 'The Go Outdoors (GO) Program' which was offered to students from Foundation to Year 10. The GO Program was developed using the premise that we can become lifelong learners when provided with opportunities that inspire our interest, that reward our passion, and justify our commitment. With this in mind, and understanding our students learn in many ways, the program sought to move beyond the four walls of the classroom, broadening horizons and grounding student learning in a more practical, functional teaching space. Students worked to develop positive relationships with the world and their peers via interaction with the natural world and real-life experiences. There was a strong focus on self-reliance, resilience, confidence and independence. With a determination to enhance student wellbeing and connectedness, the program emphasised teamwork, creativity, exploration and community engagement. Practical and applied learning experiences were then continuously linked back to classroom teaching activities.

Garfield North Outdoor Education Centre became the base location for the GO Program. Activities at Garfield were often student led, with students exploring the value of outdoor recreation for enjoyment, health and wellbeing. They were able to assess and manage personal risks, experience safe journeys in nature and embrace an invigorating adventurous spirit. Our Primary students enjoyed activities such as camp cooking and bush craft, focusing minds towards independence, exploration and communication. Our Secondary students focused their learning at Garfield on teamwork, communication and leadership skills. They enjoyed orienteering, participating in team games, hiking and nature journaling. Our Year 10 students were involved in project-based learning where they created a permanent obstacle course on the site, composed a camp cookbook for camp user groups and participated in leadership activities. Many other locations around Melbourne were also visited.

Our Student Wellbeing Committee, Student Representative Council and Student Environment Committee continued to drive a range of projects throughout the year which engaged all students in their learning and school life. A range of optional lunch time activities were organised for students to assist those who find the unstructured recess and lunch times challenging. The Poppy Broach Project, Pride Month, Jeans for Genes Day, World Environment and National Tree Days and the Schools Recycle Right Challenge promoted awareness, inclusivity and engagement across the school and in our community.

A major highlight this year was our Whole School Production of 'Little Wormwood.' Covid restrictions challenged our thinking about another stage performance and the idea of a movie was set in motion. The story of Matilda and the natural school setting made for the perfect backdrop as the students sang, danced and acted their way around cleverly crafted sets, constructed by staff and students. We hired professional film makers and it was amazing to see how quickly the students turned into film stars! It was definitely 'lights, camera, action,' and there was even a drone moving around the school to various shooting locations. The premiere of 'Little Wormwood' was held at Hoyts Cinema at Forest Hill Chase. We rolled out the red carpet for students, staff, family and friends and brought our in-house photographer to capture the moment Ashwood students 'hit the big screen'. Ashwood held a special encore screening of Little Wormwood at school and celebrated the success of this project with the presentation of awards to all those who worked tirelessly on the project.

Financial performance

It is important to note Ashwood School's financial status can vary and fluctuate throughout the school year due to changes in the learning needs of the students and changes in the funding levels of students. We also enrol students throughout the year and need to plan carefully for an increase in class size from the beginning of the year to the end of the school year. Ashwood School received equity funding in 2022 and this was used to assist the school to employ additional staff to support students with behaviours of concern and specific learning needs. Careful budgeting across most expenditure lines has reduced expenditure to ensure a surplus this year. Ashwood School received a Shade Sail Grant in 2022 for an outdoor learning space. The school also received an allocation of funding for major building works to commence in 2023.

For more detailed information regarding our school please visit our website at

<https://www.ashwoodscho.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 134 students were enrolled at this school in 2022, 51 female and 83 male.

11 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).

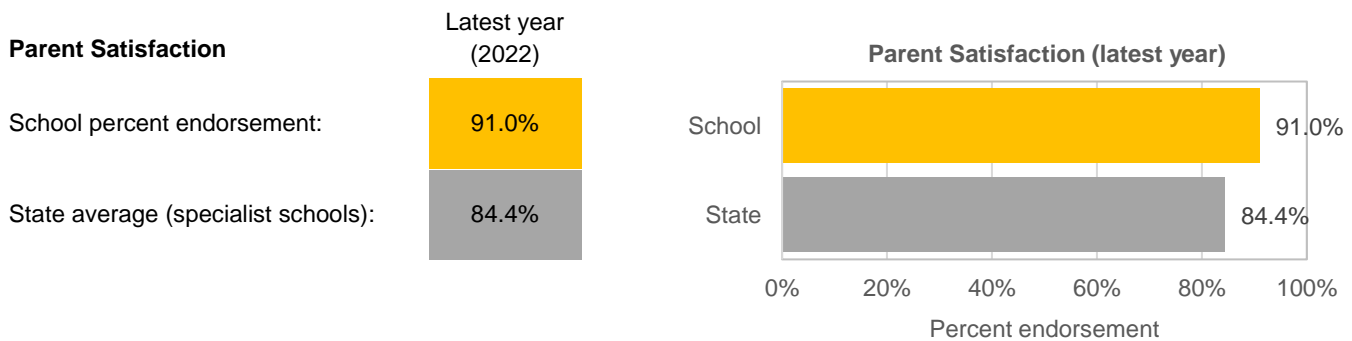
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

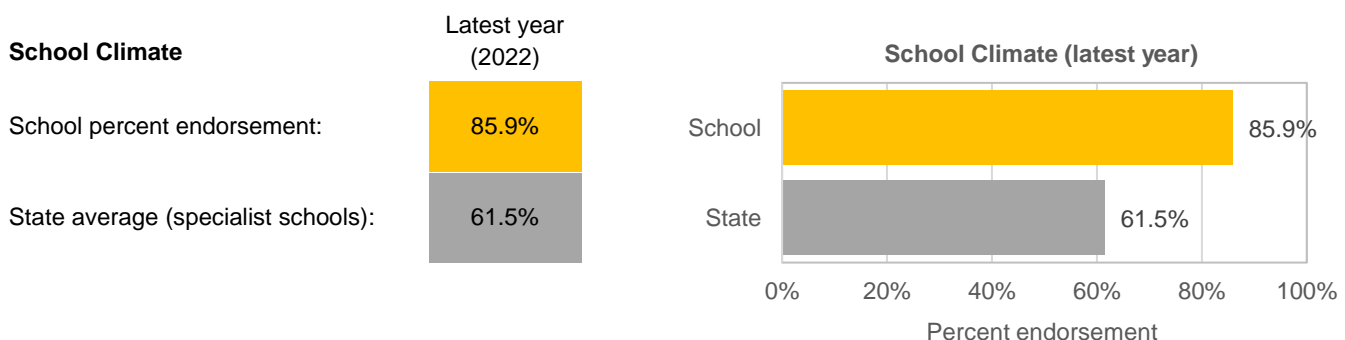


School Staff Survey

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.



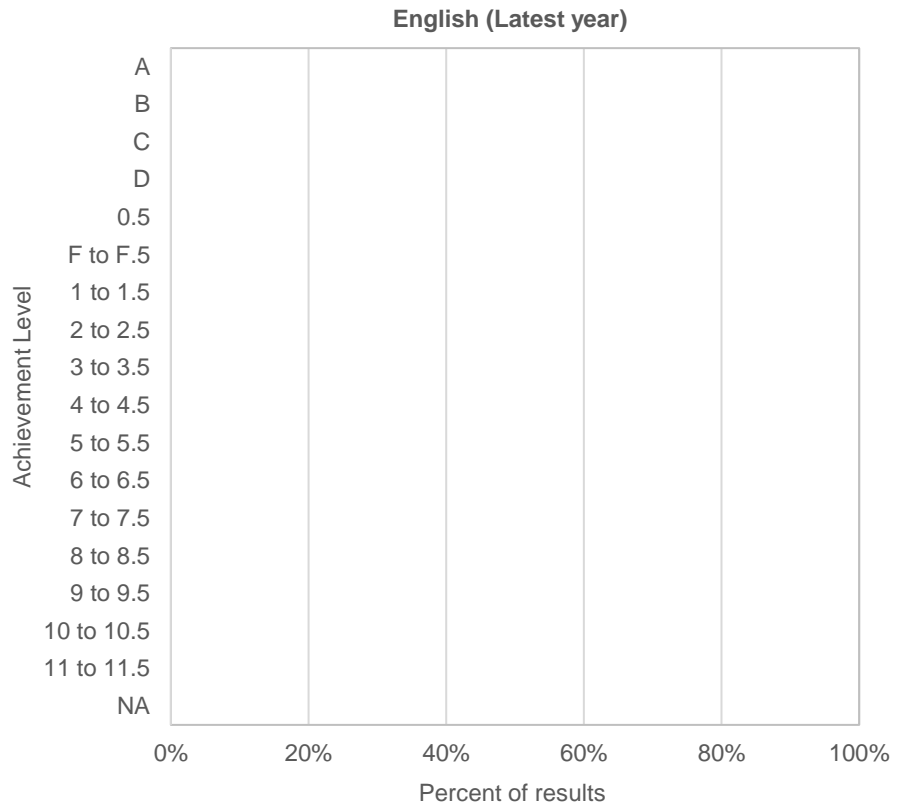
LEARNING

Teacher Judgement of student achievement

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

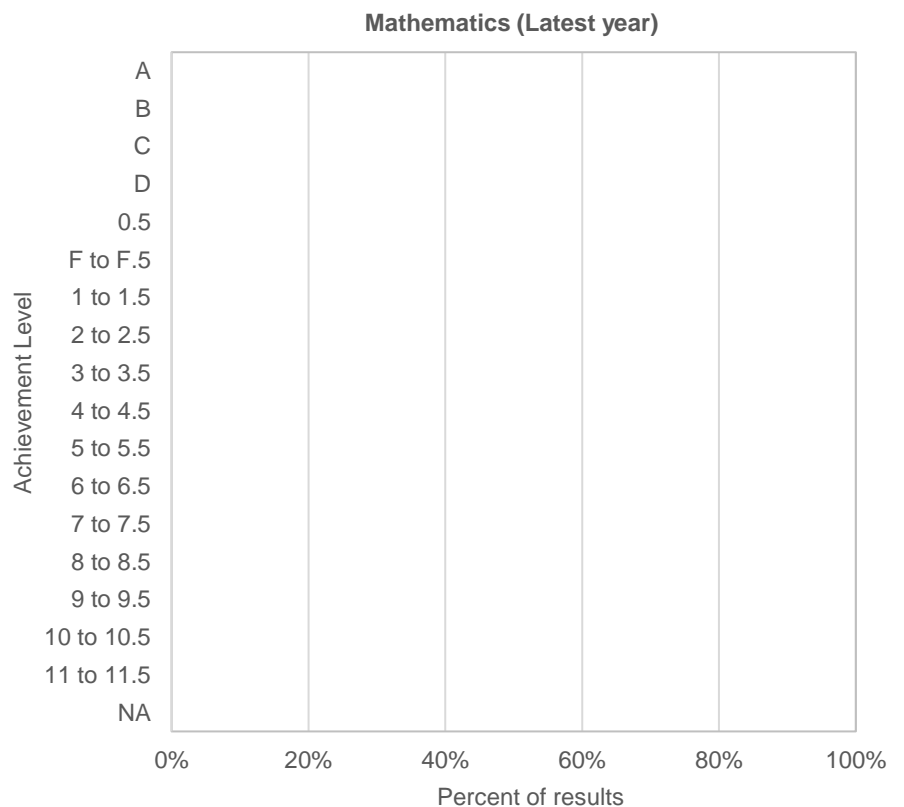
English

Achievement Level	Latest year (2022)
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 (2022)
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	2019	2020	2021	2022	4-year average
School average number of absence days:	26.8	24.0	19.9	32.4	25.6

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,964,932
Government Provided DET Grants	\$629,171
Government Grants Commonwealth	\$6,750
Government Grants State	\$42,300
Revenue Other	\$64,022
Locally Raised Funds	\$199,311
Capital Grants	\$3,749
Total Operating Revenue	\$5,910,235

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,987
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,987

Expenditure	Actual
Student Resource Package ²	\$4,769,498
Adjustments	\$0
Books & Publications	\$905
Camps/Excursions/Activities	\$62,977
Communication Costs	\$7,824
Consumables	\$86,726
Miscellaneous Expense ³	\$20,224
Professional Development	\$11,130
Equipment/Maintenance/Hire	\$73,676
Property Services	\$121,482
Salaries & Allowances ⁴	\$392,398
Support Services	\$76,197
Trading & Fundraising	\$29,744
Motor Vehicle Expenses	\$59,873
Travel & Subsistence	\$2,276
Utilities	\$46,670
Total Operating Expenditure	\$5,761,600
Net Operating Surplus/-Deficit	\$144,886
Asset Acquisitions	\$0

(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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$419,126
Official Account	\$23,967
Other Accounts	\$0
Total Funds Available	\$443,093

Financial Commitments	Actual
Operating Reserve	\$147,733
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$160,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$447,733

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.