2018 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 2018 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 29 April 2019 at 11:07 AM by Helen Hatherly (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 12:07 PM by Antoinette Hammond (School Council President)

About Our School

School context

Ashwood School is a coeducational specialist school for 165 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.

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 3 departments - Primary, Secondary and Senior Secondary (STEPS). 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.

All students at Ashwood School work hard to follow the school values. The teaching and learning programs for every student has a focus of learning to live by the school values. Our students show Respect when they care 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.

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 42 equivalent full time staff, 2 Principal Class, 33 Teachers and 18 Education Support 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. Staff have continued to meet regularly in Professional Learning Communities to support improved teacher capacity. 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)

As well as continuing to be involved with other specialist schools with a focus on excellence in teaching and learning leading to improved student outcomes assessment tools and feedback strategies were the focus of our Professional Learning Communities and work samples were shared and used for moderation. The teaching staff also engaged in a series of professional learning using the High Impact Teaching Strategies. Our beginning teachers found the HITS to be a bank of reliable instructional practices they learnt to use with confidence. For our experienced teachers, it provided an added understanding of the HITS they were already using and suggested new ways to use them in the classroom. The process was collaborative and allowed teachers to model to each other their excellent teaching and learning programs.

The goals were to:
•   develop an understanding of assessment strategies used in our school for the teaching of mathematics
•   review how assessment and feedback was used to improve student learning outcomes.
•   review effective assessment strategies and the types of feedback that scaffold learning.

The main strategies for achieving these goals were:
•   collect and collate assessment schedules
•   collect, collate and document Assessment Tools and feedback methods and strategies

Our success criteria was to develop targeted professional learning based on identified needs.

Achievement

The Victorian Curriculum continuum from Level A to Year 10 is embedded at Ashwood School. Teachers use the curriculum to help with individual and group goal setting together with improving their planning and preparation. Students have benefited from a wider base of knowledge and skill content in their daily activities. Every student at Ashwood School has a carefully and collaboratively planned, realistic yet challenging Individual Learning Program. Teachers review a wide variety of sources and resources to develop their year, term and weekly programs while addressing the individual needs of each student. Included is the Victorian Curriculum continuum, previous year's school report and recommendations and current assessments. The long term aspirations for students, of participation in a productive and fulfilling post-school life, requires a firm foundation of literacy and numeracy skills both in the English and Math Learning Area and across all Learning Areas of the Victorian Curriculum. Teachers use these plans to create their teaching and learning activities, providing the base for their weekly programs. Students build their core knowledge and skills in comprehensive and explicit lessons in Maths and English. Numeracy and literacy is the application of these across the other Learning Areas. A wide range of assessment tools including ABLES are used to 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 continue to be used and these are presented to and discussed with families at the Annual Student Reviews in 4th term.

In 2018 Ashwood School launched a two-pronged approach to improving the digital technology component of the Victorian Curriculum in classrooms. The first is a partnership with Monash Technical School enabling two classes to regularly attend and experience a diverse range of digital equipment including 3D printers and Sphero (a small spherical robot). The Monash Technical School also ran professional learning opportunities which our teachers attended with great enthusiasm. The second part was being a recipient of the Digitech Startup Initiative Grant. This enabled the purchase of some high-end digital robotics equipment and dedicated iPads with relevant apps. Each of these proved to be an engaging means to teach coding and robotics.

Engagement

Comprehensive curriculum coverage of English, Mathematics and Personal and Interpersonal development also includes commitments to specialist teaching programs which include: Visual Arts, 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.

Embedded into the school curriculum is the teaching of the three RIPOR expectations. This engages our students to transfer their learning from in the classroom to out of the classroom. During every school day our students work hard towards achieving the RIPOR expectations. In their classrooms they use their inside voices, remain friendly and polite and adhere to classroom expectations. When outside our students work hard at taking turns, willingly share sporting equipment and listen to instructions. Importantly, students are encouraged to think about how these positive behaviours can be applied in wider contexts, providing structure for their approach to future undertakings. School Camps, Community Access Visits, School Excursions, Interschool Sports Activities and School Productions are all vehicles for learning the practical implications of being a safe, responsible individual.

Reinforcing the expectation of 'Be a Learner' provides our students with an opportunity for continued progress during and beyond their school years. The individual's ability and willingness to adapt, remain flexible, be considerate of others and embrace new challenges signals the potential for a productive contribution to society. With this ambition for our students in mind, we encourage positive behaviours using a consistent set of words and approaches.

It is important for all of our students to 'Be Responsible' – every day and every week. At the start of the week our Student Leaders demonstrate this expectation by organising our weekly whole school Assembly. They include others and are always well mannered and polite. All of our students are engaged in their learning and strive to improve their academic knowledge, enhance their social awareness, grow their confidence and move towards independence.

Our Student Wellbeing Committee, Student Representative Council and Student Environment Committee

continued to drive projects throughout the year which engaged all students in their learning and school life. A range of optional lunch time activities continue to be organized 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.

Wellbeing

Our 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 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 and our school mascot RIPOR 's three expectations: Be Safe, Be a Learner and Be Responsible.

A positive sense of wellbeing is fundamental to the overall health of all students, enabling them to function in society, successfully overcome difficulties, meet the demands of everyday life and achieve what they want out of life. We continued to promote strong supportive relationships and to provide a safer and more inclusive environment. A focus for 2018 was to teach our students to be aware of their emotions and learn to deal with their emotions, whether they are positive or negative. Every day in every classroom the students participated in 'Check In' and 'Check Out' activities. These activities were planned by the teacher to ensure the students are ready for the school day and they are able to complete the day with a positive attitude and are happy and ready to return home. The teachers plan engaging, relevant and interesting lessons specifically working on the strengths and abilities of each student. Every class room has a reward system in place and every student works towards their individual rewards.

Meditation and Mindfulness continues to hold a special place in the Ashwood School curriculum. Twice a week at a designated time the whole school participates in a five minute meditation. Teachers also practise Meditation with their students in the classroom several times a week.

Students and staff were surveyed before and after Student Wellbeing Week and the positive feedback was overwhelming. Student Wellbeing Week had an emphasis of improving our Mental Health with targeted activities. There were African Drumming Workshops, dance lessons, a Musica Viva concert performed by all the students in the Primary School and students participated in the annual Uno competition and Teacher vs Students Newcombe game. A highlight of the week was the 'Ashwood's Got Talent' show.

Financial performance and position

Financial performance and position commentary

It is important to note Ashwood School's financial status can and does 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. Careful budgeting across most expenditure lines has reduced expenditure to ensure a surplus this year.

Ashwood School received equity funding in 2018 and this was used to assist the school to employ additional experienced staff to support students with behaviours of concern and specific learning needs and to provide additional professional development for staff.

For more detailed information regarding our school please visit our website at
https://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 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 161 students were enrolled at this school in 2018, 53 female and 108 male.

9 percent were EAL (English as an Additional Language) students and 3 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.

low	low-mid	mid	high
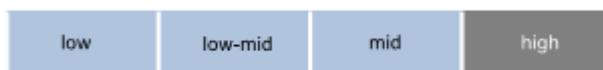
Parent Satisfaction Summary

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
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** No Data Available **Results: Mathematics** No Data Available

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2015	2016	2017	2018	4-year average
Average absence days	17.6	21.6	18.7	22.5	20.1

Exit destinations

Percentage of students going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.

Year	2015	2016	2017	2018	4-year average
% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0

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, 2018	
Revenue	**Actual**
Student Resource Package	$4,481,540
Government Provided DET Grants	$634,404
Government Grants Commonwealth	$7,376
Government Grants State	$9,725
Revenue Other	$73,906
Locally Raised Funds	$346,628
Total Operating Revenue	**$5,553,579**

Equity[1]	
Equity (Social Disadvantage)	$21,551
Equity Total	**$21,551**

Expenditure	
Student Resource Package[2]	$4,239,387
Books & Publications	$2,057
Communication Costs	$8,650
Consumables	$92,706
Miscellaneous Expense[3]	$239,455
Professional Development	$22,339
Property and Equipment Services	$144,774
Salaries & Allowances[4]	$408,224
Trading & Fundraising	$57,965
Travel & Subsistence	$39,749
Utilities	$37,268
Total Operating Expenditure	**$5,292,574**
Net Operating Surplus/-Deficit	**$261,005**
Asset Acquisitions	**$38**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$147,755
Official Account	$2,276
Other Accounts	$145,513
Total Funds Available	**$295,544**

Financial Commitments	
Operating Reserve	$169,228
School Based Programs	$93,906
Asset/Equipment Replacement < 12 months	$17,409
Maintenance - Buildings/Grounds < 12 months	$15,000
Total Financial Commitments	**$295,544**

(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 15 March 2019 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.