

2017 Annual Report to the School Community



School Name: Berendale School

School Number: 4928



- 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 Regulation 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 2017 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 24 April 2018 at 12:43 PM by Jennifer Hamilton (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 Regulation 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 2017 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 27 April 2018 at 03:15 PM by Wendy Smith (School Council President)



About Our School

School Context

Berendale School is a secondary setting in Hampton East for students with a mild – moderate disability with an IQ range of 50 – 70. There are currently 113 students attending the school. The school has the equivalent of 28 full-time staff: One Principal and Assistant Principal, five instructional leaders, 12 teachers and 9 Education Support Staff. The school is structured into two areas – Middle Years and Senior Years. Our motto is excellence in inclusive education. Berendale’s educational philosophy is to focus on each individual student and their learning needs with a clear emphasis on employment for all. All students from Years 7-10 follow the Victorian Curriculum and students in Years 11-12 have access to VCAL and a variety of VET courses. Senior students also have access to SBAT and work experience options. Berendale has a solid Physical Education program whereby students have the opportunity to participate in structured swimming classes, interschool sport and a variety of sport clinics run by external providers. We have a strong partnership with local sporting clubs and the Special Olympics team. We are currently embarking on a Capital Works Project, which will see a new multipurpose building built to house Food Technology and our student run Canteen and Café. We also have dedicated spaces for our Art and Music Program. Berendale’s feeder primary schools include local mainstream schools and Katandra Special School.

Framework for Improving Student Outcomes (FISO)

In 2017, our FISO focus was on the improvement initiative of Excellence in Teaching and Learning through the dimension of Building Practice Excellence. To achieve this target, teachers were provided with specific professional learning focused on student learning outcomes. They began collaboratively planning and analysed and evaluated the use of student data.

Excellence in Teaching and Learning

In 2018, we will continue to focus on Building Practice Excellence with the investigation of an evidence based instructional model, consistent curriculum planning, documentation, and regular use of high impact teaching strategies across the school.

Professional Leadership

The leadership team will lead school improvement through whole school improvement initiatives to align the school’s vision, values and cultural position and communicate regularly with all stakeholders.

Positive Climate for Learning

Our focus will be to increase student voice and agency, build school pride and connectedness with an emphasis on excellence in inclusive education.

Community Engagement in Learning

The school focus will be to continue to build community partnerships to support the health, wellbeing and achievement of all students and an emphasis on parent engagement through meaningful partnerships, where there is a connection between home and school learning.

Achievement

During 2017, Berendale partook in the PLC Initiative and PLC sessions were timetabled within the school day for all teaching staff in year level groups to undertake collaborative data collection and subsequent curriculum planning. All staff undertook the ABLES modules and ABLES data in literacy and numeracy has been collated. This allowed for staff to have a greater understanding of students individual learning levels and needs. Staff were also introduced to curriculum goal banks for students with additional learning needs to give them a greater understanding of the Victorian Curriculum and appropriate and achievable SMART goals.

In 2018, all staff will be trained in Fountas and Pinnel and VCOP to improve students Literacy levels and to have a consistent Literacy approach across the school. Staff will continue to collect student data and data walls will be implemented across the school. High Impact Teaching Strategies and the Literacy Toolkit will also be explored in PLC’s in order to improve the teaching practices of all staff to maximise student engagement and learning growth.

Engagement



During 2017, we started to use the Compass system for correspondence with parents and the community. All ILP's and reports were undertaken on this system. We formalised the SSG process on a termly basis to ensure that all parents had the opportunity to work with their child's teacher and have timely and relevant input into their child's individual goals. All staff partook in Inquiry evenings, which displayed the school and student work. Multiple links were made with community organisations in the area of Physical Education and Post Compulsory Pathways. Community partnerships with local sporting clubs and the Special Olympics team developed a strong connection and nurtured regular attendance for students in recreational activities outside of school hours. . Partnerships with BGKLEEN, DES providers and structured work experience providers were also provided for students in years 10- 12 and linking families with support to assist with NDIS post school options.

In 2018, the focus will be on continuing to strengthen community partnerships in regards to transition into and out of the school. A formal transition process will be developed with our local mainstream and special feeder primary schools. Students will continue to engage with outside community providers in the area of post compulsory pathways. Ongoing communication with parents and the community will be provided by Compass and other means as we embark on the Capital Works Project.

Wellbeing

In 2017, the focus for Wellbeing was to incorporate a Pastoral Care Curriculum across the school to assist students with their social development. Berendale was also a lead school for the Respectful Relationships initiative and all staff inclusive of our partner schools undertook professional development in using the resources. Compass streamlined our Wellbeing processes in regards to noting student's behaviour and social/emotional wellbeing.

In 2018, the focus for Wellbeing in the AIP will be to continue to streamline all Wellbeing processes at a school level and to embed the Respectful Relationships curriculum across the school and partner schools. All staff will also be introduced to School Wide Positive Behaviour Strategies to allow for a whole school approach to addressing behaviour.

The data shows that our students are taking an average of 21.2 absence days per year. Although this has declined considerably since 2016 (26.4 absence dates per year) the absence rates are far too high. With the implementation of Compass, parents have the opportunity to let the school know if their child will be absent. In 2018, all Homegroup teachers have been given the responsibility to call home if a student in their class is absent (on the first day of absence) and an Attendance Coordinator has been appointed to oversee all absences and work with the appropriate Instructional Leader to increase student attendance.

For more detailed information regarding our school please visit our website at
<http://berendale.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	
<p>Enrolment Profile</p> <p>A total of 113 students were enrolled at this school in 2017, 37 female and 76 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 4 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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>	<p style="text-align: center;">Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>1%</td></tr> <tr><td>C</td><td>2%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>0.5</td><td>8%</td></tr> <tr><td>F - F.5</td><td>11%</td></tr> <tr><td>1 - 1.5</td><td>32%</td></tr> <tr><td>2 - 2.5</td><td>21%</td></tr> <tr><td>3 - 3.5</td><td>16%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</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> <p style="text-align: center;">Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>1%</td></tr> <tr><td>C</td><td>0%</td></tr> <tr><td>D</td><td>7%</td></tr> <tr><td>0.5</td><td>6%</td></tr> <tr><td>F - F.5</td><td>12%</td></tr> <tr><td>1 - 1.5</td><td>24%</td></tr> <tr><td>2 - 2.5</td><td>26%</td></tr> <tr><td>3 - 3.5</td><td>19%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</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>	Level	Percentage	A	1%	B	1%	C	2%	D	5%	0.5	8%	F - F.5	11%	1 - 1.5	32%	2 - 2.5	21%	3 - 3.5	16%	4 - 4.5	1%	5 - 5.5	0%	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%	Level	Percentage	A	1%	B	1%	C	0%	D	7%	0.5	6%	F - F.5	12%	1 - 1.5	24%	2 - 2.5	26%	3 - 3.5	19%	4 - 4.5	1%	5 - 5.5	0%	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%
Level	Percentage																																																																												
A	1%																																																																												
B	1%																																																																												
C	2%																																																																												
D	5%																																																																												
0.5	8%																																																																												
F - F.5	11%																																																																												
1 - 1.5	32%																																																																												
2 - 2.5	21%																																																																												
3 - 3.5	16%																																																																												
4 - 4.5	1%																																																																												
5 - 5.5	0%																																																																												
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%																																																																												
Level	Percentage																																																																												
A	1%																																																																												
B	1%																																																																												
C	0%																																																																												
D	7%																																																																												
0.5	6%																																																																												
F - F.5	12%																																																																												
1 - 1.5	24%																																																																												
2 - 2.5	26%																																																																												
3 - 3.5	19%																																																																												
4 - 4.5	1%																																																																												
5 - 5.5	0%																																																																												
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%																																																																												



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>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>23.0</td> <td>19.8</td> <td>26.4</td> <td>21.2</td> <td>22.6</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	23.0	19.8	26.4	21.2	22.6
Year	2014	2015	2016	2017	4-year average								
Average absence days	23.0	19.8	26.4	21.2	22.6								
<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>2014</th> <th>2015</th> <th>2016</th> <th>2017</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	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
Year	2014	2015	2016	2017	4-year average								
% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0								



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*'?

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.



Financial Performance and Position

Financial performance and position commentary

Berendale Schools revenue relates to student resource package which accounts for total student enrolment. All grants in the revenue link specifically to student outcomes and align with DET financial requirements. These grants align to TAC funding and Advance funding which supporting student outcomes. Locally raised funds align directly with the school's Parent Payment policy and support the extra-curricular programs such as home economics, art and horticulture programs. Our school is undergoing significant Capital Works improvement of the schools buildings and facilities, The available funds accounts will be allocated to support any of the extra financial commitment this may require. The financial performance and position of the school is an accurate representation of the schools teaching and learning, staffing and educational programming.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,118,959	High Yield Investment Account	\$304,167
Government Provided DET Grants	\$826,678	Official Account	\$13,808
Government Grants Commonwealth	\$10,200	Other Accounts	\$288,772
Government Grants State	\$45,190	Total Funds Available	\$606,746
Revenue Other	\$67,647		
Locally Raised Funds	\$114,446		
Total Operating Revenue	\$4,183,121		
Equity¹			
Equity (Social Disadvantage)	\$19,495		
Equity Total	\$19,495		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,029,944	Operating Reserve	\$110,289
Communication Costs	\$6,902	Asset/Equipment Replacement < 12 months	\$70,000
Consumables	\$60,589	Maintenance - Buildings/Grounds incl SMS<12 months	\$137,686
Miscellaneous Expense ³	\$312,214	Maintenance -Buildings/Grounds incl SMS>12 months	\$288,772
Professional Development	\$22,286	Total Financial Commitments	\$606,746
Property and Equipment Services	\$236,876		
Salaries & Allowances ⁴	\$1,820		
Trading & Fundraising	\$17,634		
Travel & Subsistence	\$14,038		
Utilities	\$39,375		
Total Operating Expenditure	\$3,741,678		
Net Operating Surplus/-Deficit	\$441,442		
Asset Acquisitions	\$22,301		

(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 05 March 2018 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.