

2018 Annual Report to The School Community



School Name: Berendale School (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 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 01 April 2019 at 04:43 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 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 01 April 2019 at 09:02 PM by David Rako (School
Council President)

About Our School

School context

Berendale School's vision is to create a vibrant and engaging learning environment for all students which provides educational outcomes which focus on developing literacy and numeracy skills. We will provide a teaching and learning environment which equips all students with the knowledge and skills for lifelong success. We strive to show our values of Integrity, Resilience, Respect and Independence in all aspects of our school community. We have strong connections with the wider school community and partnerships with local learning networks and disability services. Our school motto is "Excellence in Inclusive Education" our strategic intent is to provide our expertise and knowledge to local mainstream schools and community partners through an outreach program.

Berendale School is a secondary level specialist school for students with a mild intellectual disability in years 7 - 12. We follow the Victorian Curriculum guidelines for all students in year 7-10, students in years 11 & 12 are all enrolled in Foundation VCAL providing students with the fundamental literacy, numeracy and personal development skills for success in pathways, employment or support work places.

Berendale School is situated in Hampton East in the bayside region, our school facilities are in the first stage of a building upgrade which will ensure our students have state of the art facilities to provide skilled based educational outcomes. Our staffing profile is Principal, Assistant Principal, 2 Instructional leaders, 1 learning Specialist, 23 Full Time Staff, 2 Allied health professionals, 10 educational Support staff.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning

All staff have undertaken reading assessments for Fountas and Pinnell and have been upskilled in VCOP. Senior school staff have been introduced to the RIP it Up reading intervention program and two year groups have implemented the Fresh Start Program. Staff have been introduced to the HITS strategies and the Literacy Toolkit during PLC sessions. Staff have commented on the value of the PLC sessions in regards to their professional learning and planning. Literacy strategies acquired from the Bastow Literacy Modules have been shared at PLC sessions and have allowed staff to reflect on their teaching practice. Staff are developing consistency through classroom resourcing and displays for VCOP. Staff are continuing to undertake ABLES assessments in order to ensure that they are identifying the entry levels for students.

Positive Climate for learning

All staff have had a session with the Region SWPBS Coach - Anthony King. An overview of the program was provided to staff and we have commenced with writing our vision and values statement. We have had a successful transition from Grade 6 to Year 7 into the school supporting the continuity of students learning and development, Our senior students have completed vocational goals in Career Action Plans and Managed individual pathways plans. Our students have engaged in community self-awareness teaching and learning programs including; Bully Busters and Learning & the Law. Our students have also had the opportunity to participate in work related practical programs such as Oakleigh Industries, SBAT and Car detailing.

Achievement

During 2018, student achievement progress across the school was indicated through the implementation of literacy testing along with the explicit teaching of comprehension strategies for all students. A whole school database of student literacy levels was developed to provide teachers with the ability to develop appropriate goals for each student and track learning growth. Through the Professional learning Communities staff worked collaboratively to plan effective teaching and learning sequences for all students. In addition, the school's speech pathologist worked alongside staff to provide targeted strategies for individual students.

In 2019, all staff will continue to implement targeted programs to improve student literacy levels. Data collected will inform teaching practices and measure student learning growth. Professional Learning Communities will

focus on a consistent pedagogical approach to literacy and build a consistent instructional model across the school. This instructional model will focus on visual cues for terms, words and concepts in all curriculum areas. Teachers will embed high impact teaching strategies across all curriculum areas with a focus on improving students reading levels.

Engagement

During 2018, incoming 2019 Year 7 students undertook transition mornings on a fortnightly basis commencing in Term 3 and continuing until statewide transition day. A transition information morning was held for all new parents and students.

2018 graduating students and families attended a general information session at Berendale to gain an understanding of post-school pathways and options for 2019. Students and families attended the Transition Expo organized by Berendale to introduce them to service providers in the area and provide possible connections for post-2018. Students and families were offered individual meetings to help plan and understand the various service providers and what they offer within the Bayside region. Students also attended a two-day trial at each of the selected providers with provision for more days if needed, parents and carers attended at least one of the sessions. Parents/Carers were invited for another one to one meeting to further discuss options and set up meetings with selected service providers. Selected service providers were given relevant documentation on students in both a hard copy and digital file to ensure a smooth and successful transition process.

The school implemented the Compass system to allow parents to notify the school if their child was absent. Home group teachers were given the responsibility of making parent contact for all student absences. In 2019, an Attendance Officer will be appointed to oversee all absences and ensure that the appropriate follow up is undertaken.

Wellbeing

During 2018, Berendale became a lead school in the Respectful Relationships initiative. All staff undertook professional development and the program has been taught during timetabled Personal and Social classes. As a lead school we have provided other schools with professional development and assisted in the differentiation of resources to meet the needs of all students. In 2019, we will continue to embed the Respectful Relationships framework into our curriculum and will once again take the lead in providing support to other specialist and mainstream schools in its implementation.

All staff undertook training in the School Wide Positive Behavior framework with a view for the implementation of the program to commence in 2019. A SWPBS team leader has been allocated and working closely with the regional SWPBS manager to ensure a consistent and whole school approach to implementation.

A Student Representative Council was formed consisting of School Captains and Sport Leaders. This student group met on a termly basis to provide suggestions and feedback to our leadership team. This is an area which will be further developed during 2019 to ensure that student voice is included in all of the schools decisions and to build school connectedness and engagement.

In 2019, a Social Worker will be appointed to assist with the social/emotional needs of all of our students, this role will ensure a consistent and tailored approach to support student wellbeing across the school.

Financial performance and position

During 2018, Berendale School underwent a change in workforce with staff a number of staff retiring. A rigorous process of staff recruitment with graduate teacher appointments along with some experienced staff has increased the surplus. An increase in the number of educational support staff across the school formulated the workforce profile of the school. Berendale School underwent a building project, facilitating a new Trade Kitchen and Food Technology area. The Capital Works project and a school maintenance plan of existing buildings has

been planned with school council approval to allocate some surplus funds to target the school grounds post construction. Extensive landscaping around the new facilities along with upgrading the overall maintenance of the current facilities has been a focus of the school council financial decisions throughout the year. An upgrade to the school bus along with increased level of student participation and engagement in sporting activities, required the school to purchase a new bus from school funds. Student outcomes in literacy improvement across the school is resourced through equity funding along with the appointment of a Speech Pathologist to support teachers and increase student outcomes.

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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 115 students were enrolled at this school in 2018, 36 female and 79 male.

10 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) 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: Low - 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	50.0	89.3	81.5	95.1

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	46.6	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English		Mathematics	
	Achievement Level	Percent	Percent	Percent
A	0.9	0.9		
B	4.4	1.8		
C	4.4	5.3		
D	8.4	5.8		
0.5	4.9	4.0		
F	8.8	7.1		
F.5	15.0	9.3		
1	17.3	16.9		
1.5	20.4	19.6		
2	9.3	8.4		
2.5	5.3	12.4		
3	0.9	6.7		
3.5		1.3		
4		0.4		
4.5				
5				
5.5				
6				
6.5				
7				
7.5				
8				
8.5				
9				
9.5				
10				
10.5				
11				
11.5				
NA				

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	2015	2016	2017	2018	4 year average
Average number of absence days	19.8	26.4	21.2	28.7	24.0

Students exiting to further studies or full-time employment

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

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	100.0	100.0	100.0	100.0	100.0

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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,948,238
Government Provided DET Grants	\$915,323
Government Grants Commonwealth	\$4,700
Government Grants State	\$46,244
Revenue Other	\$40,032
Locally Raised Funds	\$108,879
Total Operating Revenue	\$4,063,416

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,700
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,700

Expenditure	Actual
Student Resource Package ²	\$2,694,646
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$6,485
Consumables	\$61,283
Miscellaneous Expense ³	\$393,030
Professional Development	\$23,659
Property and Equipment Services	\$279,338
Salaries & Allowances ⁴	\$0
Trading & Fundraising	\$48,666
Travel & Subsistence	\$12,963
Utilities	\$51,453
Total Operating Expenditure	\$3,571,523
Net Operating Surplus/-Deficit	\$491,893
Asset Acquisitions	\$137,373

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$398,540
Official Account	\$10,152
Other Accounts	\$295,737
Total Funds Available	\$704,429

Financial Commitments	Actual
Operating Reserve	\$129,989
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$174,440
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$704,429

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 04 Mar 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 two 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 'NP'?

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

'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').