

# 2021 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](http://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 2021 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 08 April 2022 at 11:32 AM by Paul Newson (Principal)

- This 2021 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 02 May 2022 at 01:15 PM by Andrew Mitchell (School Council President)

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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

#### **Achievement**

- 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).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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

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### School context

Berendale School's vision is to create a vibrant and engaging learning environment for all students.

We demonstrate our values of Integrity, Resilience, Respect and Independence in all aspects of our school community. We provide educational outcomes which focus on developing students' literacy and numeracy skills while providing a teaching and learning environment which equips all students with the knowledge and skills for lifelong success.

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 specialist and mainstream schools and community partners.

Berendale School is a secondary specialist school for students with a mild intellectual disability in Years 7 - 12. We have a Student Family and Occupation (SFO) rating of Low-Medium.

We follow the Victorian Curriculum for all students in Years 7-10. Students in Years 11 & 12 are enrolled in the Victorian Certificate of Applied Learning (VCAL) at the Foundation level. VCAL provides students with fundamental Literacy, Numeracy, Personal Development and Work Related Skills for success in their chosen pathway.

Berendale School is a Child Safe school. All decisions made within the school are made while prioritising student wellbeing. Berendale School is situated in Hampton East in the Bayside region. Our staffing profile is Principal, 1 x Assistant Principal, 1 x Business Manager, 2 x Instructional leaders, 1 x Learning Specialist, 12 x Teaching Staff, .6 Mental Health Practitioner, 11 x Education Support staff and a grounds person.

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### Framework for Improving Student Outcomes (FISO)

#### Excellence in Teaching and Learning

We continued to face many challenges in 2021, Berendale School was able to meet many of its Annual Implementation Plan 12 month targets and key improvement strategies.

Our remote learning program continued to support students, families and NDIS workers. We are very proud of the achievements of the school during this time. In 2021 staff undertook professional development to support the state wide priority of Wellbeing in Trauma Informed Practices, Mental Health and Disability and Sexuality Education.

In 2021 staff took professional development to use the mathematics program "Maths Online Interview" baseline data was collected for every student. The data will support our teaching and learning programs in 2022.

Our reading assessments for Fountas and Pinnell, Fresh Start and the VCOP Writing Program continued throughout remote learning and at the return to face to face teaching. Senior school staff have continued with the Rip it Up Reading intervention program and all students from Years 7 - 10 have undertaken the Fresh Start Program. As a result, staff have planned and delivered lessons using HITS strategies and are using the Literacy Toolkit during Professional Learning Communities (PLC).

PLC's continued to drive the school's professional learning and planning schedule. Literacy strategies acquired from the Bastow Literacy Modules continue to support PLC sessions and teaching practice. VCOP continues to support staff to develop consistency through classroom resourcing and displays. Staff continue to undertake ABLES assessments in order to ensure that they are identifying the entry levels for students.

In 2021 Positive Climate for Learning decreased 16% to 51% compared with 2020 at 66%. The decrease may be due

to COVID burnout and the difficulties with remote learning. School Wide Positive Behaviour Support (SWPBS) continued to provide consistent practices and expectations across all classrooms. Refined SWPBS protocols and strategies supported classroom practices throughout the year.

With changes to of our Middle School Leading teacher's role, our transition programs from Year 7 to Year 12 we had an increase in student numbers. Our senior students completed vocational goals in Career Action Plans and Managed Individual Pathways plans.

In 2021, our Senior School Leading teacher oversaw the whole school Career and Pathways Curriculum. Our students continued to engage in various leadership programs within the school and continued to have excellent student voice and agency.

Our students have also had the opportunity to participate in work related practical programs such as Marriott Industries and a Horticulture and Catering School Based Apprenticeship and Training (SBAT) program.

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## Achievement

During 2021, the school continued to collect student achievement data in literacy and in numeracy. The data supported targeted intervention strategies for reading and comprehension for all students. The numeracy data will support teaching in 2022.

Achievement was demonstrated across all levels of the school. Maths Online Interview (MOI) data that was collected on 2020 was used to teach to the point of need of students and provide intervention where most needed.

A whole school database of student literacy and numeracy levels is now being used by all staff and embedded across the school. The majority of our students work between Level A and Level 3 in both Literacy and Numeracy. There is a small number of students working above Level 3. Our baseline data will target individual point of need to ensure we are differentiating our teaching and learning sequences.

Within the Professional Learning Communities (PLCs) staff continue to work collaboratively to plan effective teaching and learning sequences for all students. Our Mental Health Practitioner has worked alongside staff to support student wellbeing and teaching and learning.

During remote learning, the wellbeing team continued to provide a series of webinars to support teachers, students and families. We engaged with community agencies such as Body Safe to provide support to families and caregivers. All staff will continue to implement targeted programs to improve student literacy and numeracy levels. We will continue our whole school focus on increasing students' numeracy.

Data collected will inform teaching practices and measure student learning growth. Professional Learning Communities (PLC's) will focus on a consistent pedagogical approach to literacy and numeracy.

Teachers will embed high impact teaching strategies across all curriculum areas with a focus on improving student outcomes. Although our VCAL students continued to have disruption to their programs due to COVID, teachers were able to adapt and adjust their teaching to support students to meet their outcomes. The majority of students were able to successfully attain a Foundation VCAL Certificate. The school was also able to hold a student graduation at the school for our Year 12 students. All year 12 students moved onto positive pathways in 2021.

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## Engagement

As Remote Learning continued in 2021, our Leadership Team and Staff needed to adapt our communication processes quickly to ensure that we were able to meet our students and family's needs and expectations. Stakeholders needed to

refine new technologies such as ZOOM, Google Classroom, Seesaw, Microsoft Teams and continue increase the capacity of our school COMPASS program.

Whilst we were on Remote Learning, we kept our website up to date and relevant.

Our new technologies ensured our overall attendance did not decrease while learning from home. However, if students or families started to disengage we utilized both the DET guidelines as well as our attendance policy, this included teachers making daily phone calls, leadership intervention and well-being intervention. These processes were enacted both while on remote learning as well as when we returned to face to face learning.

In 2021 our Respectful Relationships and SWPBS teams continued to support communication with the school community by providing targeted programs over ZOOM such as Body-Safe, and various well-being initiatives. Partnerships with Allied Health, LLEN, and Careers and Pathways were also strengthened as we formed new ways to engage with our community.

Student Voice and Agency were encouraged and shared both on-line and off-line via lessons that included competitions and various activities. Staff and students were also able to contribute to a weekly newsletter, enabling all stakeholders within the school to share and contribute to our strong connection to the community. Newsletter items included sports activities, food technology classes, Literacy and Numeracy activities as well as well-being strategies.

Although our Year 7 Transition program was delayed, our incoming Year 7 students were still able to participate in the Statewide Transition Day. Our Leading Teacher and transition coordinator developed and documented new processes to engage with schools such as, through direct contact, email and online platforms including our new school website. Additionally, a transition information morning was held for all new parents and students.

All students and families were invited to attend a Careers and Community Expo to gain an understanding of post-school pathways and options for 2022 and local service providers. Graduating 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 and carers were invited for an additional 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

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## Wellbeing

In 2021 Berendale School prioritised wellbeing in line with the state priorities. We continued to be a lead school in the Respectful Relationships initiative. Respectful Relationships was embedded in the school program during timetabled classes.

Once again, during remote learning families were offered online presentations from outside providers in the area of health and wellbeing. Both online and face to face activities were well received and attended by students and families.

Our aligned Wellbeing programs strengthened student engagement and have improved student outcomes. Cyber safety awareness was increased throughout remote learning, staff and students discussed protective strategies together with families. This will continue and be strengthened within our Respectful Relationship curriculum in 2022.

Upon returning to school and face to face teaching we ensured all students reconnected with the school as smoothly

as possible. Leadership, teachers and education support staff ensured student wellbeing was prioritised by contacting all families on a regular basis.

Our Wellbeing team were able to individualise and cater to student needs through various lunch clubs and programs such as our Social, Sport and Art Club. Staff continued to implement the School Wide Positive Behaviour Framework. A Respectful Relationships and SWPBS Position of Responsibility was appointed to work with staff for the consistent delivery of the programs.

Students have voice and agency through the appointment of student leaders and choice within curriculum areas and extra-curricular activities. In 2022, we will continue to focus on increasing voice and agency across the school to build school connection and engagement to the school.

Our Mental Health Practitioner was appointed to assist with the social/emotional needs of all students. This role continues to support a consistent and tailored approach to student wellbeing across the school.

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### Finance performance and position

Berendale School was in a surplus at the close of 2021.

The school has a combination of graduate, mid-range and experienced teachers and education support staff.

Funds were allocated to improve the school grounds including, buildings and infrastructure. A previously unused relocatable building was refurbished to create a library. We replaced a sixteen year old bus with a new twelve seater bus. The bus will support our senior students with their post school visits and work experience.

Berendale School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan. A significant amount of money has been spent on CRT's due to COVID -19 related absences.

**For more detailed information regarding our school please visit our website at**  
<https://berendale.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.

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 102 students were enrolled at this school in 2021, 37 female and 65 male.

6 percent of students had English as an additional language and NDP 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).

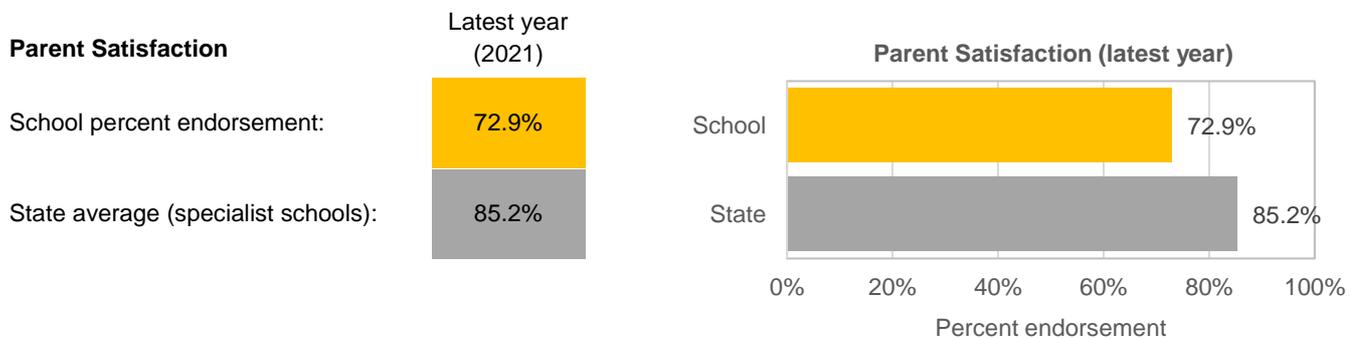
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

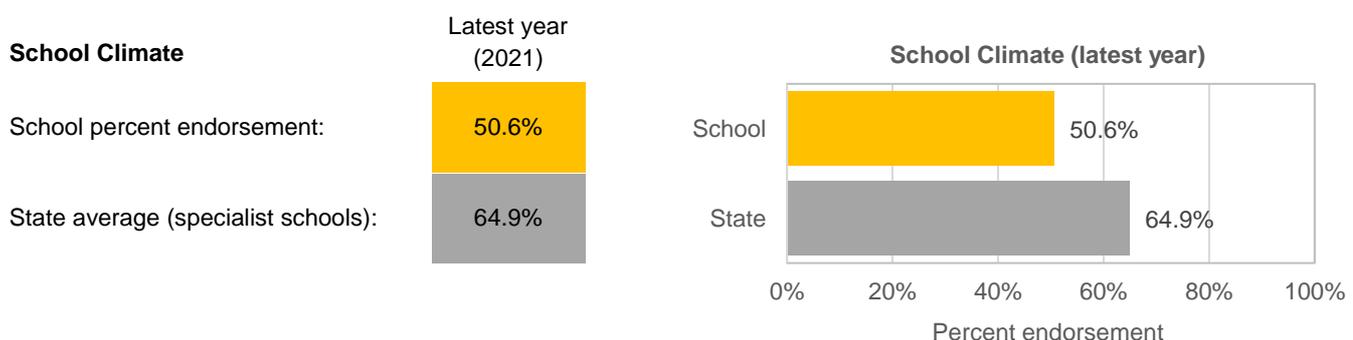


### School Staff Survey

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.



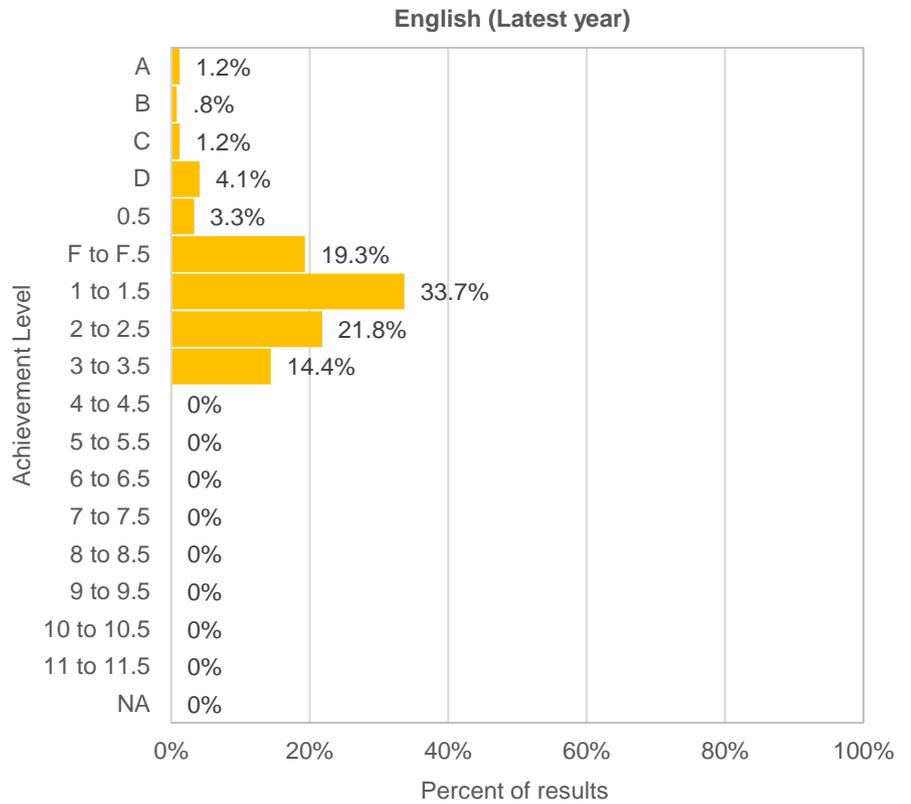
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

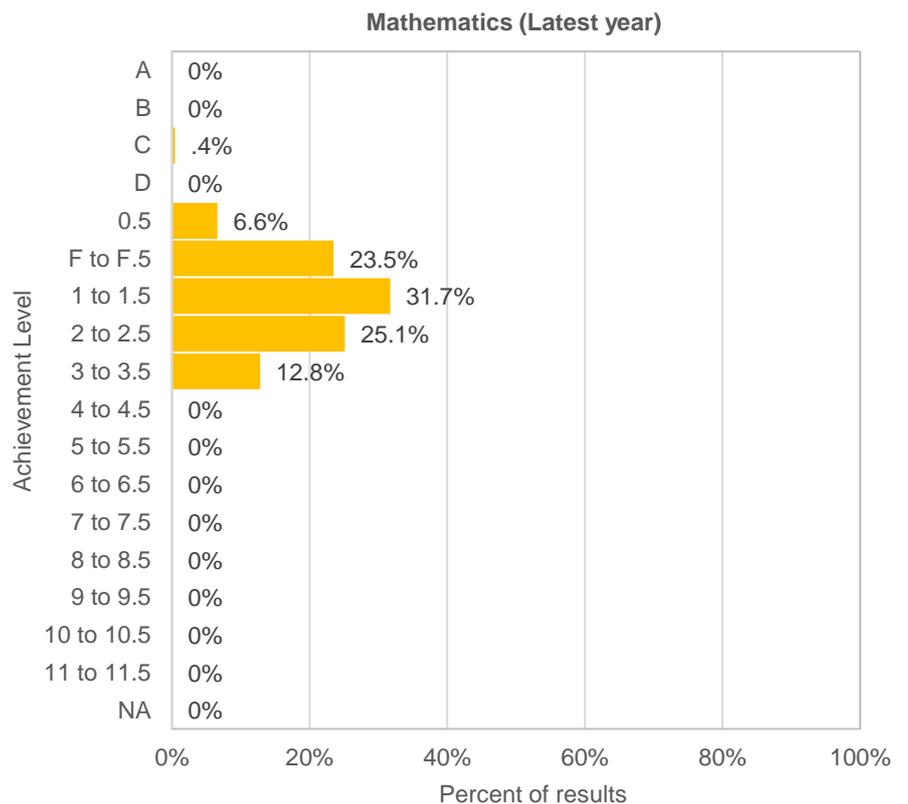
#### English

Achievement Level	Latest year (2021)
A	1.2%
B	0.8%
C	1.2%
D	4.1%
0.5	3.3%
F to F.5	19.3%
1 to 1.5	33.7%
2 to 2.5	21.8%
3 to 3.5	14.4%
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 (2021)
A	NDA
B	NDA
C	0.4%
D	NDA
0.5	6.6%
F to F.5	23.5%
1 to 1.5	31.7%
2 to 2.5	25.1%
3 to 3.5	12.8%
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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	29.4	35.9	25.1	22.1	28.3

### 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%	100.0%	92.6%	96.0%	96.9%

# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,816,866
Government Provided DET Grants	\$438,603
Government Grants Commonwealth	\$12,615
Government Grants State	\$53,362
Revenue Other	\$9,460
Locally Raised Funds	\$100,093
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,430,999</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$27,588
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$27,588</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,069,102
Adjustments	\$0
Books & Publications	\$838
Camps/Excursions/Activities	\$13,524
Communication Costs	\$10,265
Consumables	\$45,556
Miscellaneous Expense <sup>3</sup>	\$27,206
Professional Development	\$20,614
Equipment/Maintenance/Hire	\$102,739
Property Services	\$59,572
Salaries & Allowances <sup>4</sup>	\$11,479
Support Services	\$172,986
Trading & Fundraising	\$19,335
Motor Vehicle Expenses	\$10,993
Travel & Subsistence	\$9,295
Utilities	\$47,125
<b>Total Operating Expenditure</b>	<b>\$3,620,629</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,810,370</b>
<b>Asset Acquisitions</b>	<b>\$119,867</b>

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$338,067
Official Account	\$20,899
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$358,967</b>

Financial Commitments	Actual
Operating Reserve	\$83,876
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$8,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$267,090
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$358,966</b>

*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.*