

# 2016 Annual Report to the School Community



School Name: Berendale School

School Number: 4928

Name of School Principal: Jennifer Hamilton

Name of School Council President: Kon Peltekis

Date of Endorsement: April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Berendale School is a special education setting catering for students with a mild intellectual disability and diverse learning needs in year 7-12. Berendale school is located in Hampton East and our connection to the local community is a strong emphasis of our teaching and learning programs through connections with Bayside / Glen Eira Kingston Local Learning Networks. (BGKLLN)

Berendale School's vision is to support all students in their pathway to employment, to create a smooth transition to inclusive community activity and to provide a supportive learning environment for all.

The Vic curriculum and Foundation VCAL are the basis of our curriculum across the school, we are also a registered Training Organization providing VET courses to support students in practical skills.

Our workforce comprises of a leadership team of Principal, Assistant principal, and 4 instructional leaders with roles tagged to Wellbeing, curriculum, year 7-9 and year 10- 12. All Teaching staff are VIT registered and have a broad range of qualifications and expertise in Special Education, Certificate IV in workplace training and first aid certificates.

### Framework for Improving Student Outcomes (FISO)

Berendale Schools annual implementation plan for 2017 is focused on Excellence in teaching and Learning. The improvement initiative is on Building Practice Excellence across the school's curriculum and teaching programs. The key improvement strategies will focus on;-

Improved classroom practice with a focus on the use of ABLES data

Teacher engagement in parent/community as partners in educational outcomes

Teacher practice focused on the use of SWPBS wellbeing initiatives across the schoolx

### Achievement

Curriculum development at Berendale school is a continual element of improving teaching and learning. In 2016 we embarked on mapping curriculum to Vic Curriculum requirements and implemented a school timetable based on the required instructional time for each subject area.

Foundation VCAL continues to be the emphasis of our senior curriculum and is supported with VET courses linked to applied learning skills.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Engagement in school based activities and community partnerships are a strong emphasis of Berendale School vision. Students are linked to community activities through connection with the local council and sporting groups. Our emphasis on supporting a smooth transition to employment ensures we have a strong links with disability Employment agencies, supported work places and TAFE's.

Student attendance data remains a focus, improvements in curriculum development and engagement in sporting community partnerships are developing to ensure attendance data improves this year.

Student Support group meetings and expos of students work are a string link with engaging parents as partners in students learning. Art Shows, the café providing a weekly parent catch up and Inquiry learning expos are planned throughout the year to support community engagement.

Improved parent communication with the implementation of the Compass software program ensures we provide instant and regular information and feedback to parents and the wider community.



## Wellbeing

Wellbeing at Berendale school is a key component of the student's curriculum. Each student has a dedicated home group teacher of each year level and a pastoral care time allocated each morning to ensure students are connected and supported whilst at school.

The allocation of wellbeing Leading Teacher will ensure School Wide Positive Behavior is investigated to support student's social and emotional wellbeing across the school. Improved the collection of data related to supporting student wellbeing will provide information to ensure target specific students' wellbeing along with programs such as Safe Minds practices and respectful relationships programs.

Exit data indicates 100% of student have been provided with a direct pathway to either employment, supported workplaces or further educational settings.

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



## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 121 students were enrolled at this school in 2016, 38 female and 83 male. There were 10% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes																																				
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p style="text-align: center;"><b>Results: English</b></p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>2%</td></tr> <tr><td>C</td><td>5%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>F</td><td>8%</td></tr> <tr><td>1.0</td><td>25%</td></tr> <tr><td>3.0</td><td>38%</td></tr> <tr><td>4.0</td><td>2%</td></tr> <tr><td>NA</td><td>15%</td></tr> </tbody> </table> <hr/> <p style="text-align: center;"><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>0.0</td><td>10%</td></tr> <tr><td>1.0</td><td>8%</td></tr> <tr><td>2.0</td><td>5%</td></tr> <tr><td>3.0</td><td>12%</td></tr> <tr><td>4.0</td><td>3%</td></tr> <tr><td>5.0</td><td>5%</td></tr> <tr><td>NA</td><td>55%</td></tr> </tbody> </table>	Level	Percentage	A	0%	B	2%	C	5%	D	5%	F	8%	1.0	25%	3.0	38%	4.0	2%	NA	15%	Level	Percentage	0.0	10%	1.0	8%	2.0	5%	3.0	12%	4.0	3%	5.0	5%	NA	55%
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## Performance Summary

Engagement	Student Outcomes																	
<p><b>Average Number of Student Absence Days</b></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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>21.5</td> <td>23.0</td> <td>19.8</td> <td>26.4</td> <td>22.7</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	21.5	23.0	19.8	26.4	22.7
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<p><b>Exit destinations</b></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 exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>96.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>99.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	96.0	100.0	100.0	100.0	99.0
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# How to read the Performance Summary

## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

# Changes in student achievement

## Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

## 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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



## Financial Performance and Position

### Financial performance and position commentary

In 2016 Berendale was fortunate to be provided with Capital Works funding. The surplus will be allocated to building project and continuing the breadth of curriculum programs for students with an intellectual disability

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,172,630
Government Provided DET Grants	\$688,713
Government Grants Commonwealth	\$2,640
Government Grants State	\$32,761
Revenue Other	\$12,516
Locally Raised Funds	\$179,814
<b>Total Operating Revenue</b>	<b>\$4,089,073</b>

Expenditure	
Student Resource Package	\$2,989,497
Communication Costs	\$7,427
Consumables	\$48,092
Miscellaneous Expense	\$414,558
Professional Development	\$11,960
Property and Equipment Services	\$248,594
Salaries & Allowances	\$74,595
Trading & Fundraising	\$9,340
Travel & Subsistence	\$14,980
Utilities	\$39,394
<b>Total Operating Expenditure</b>	<b>\$3,858,436</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$230,637</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$186,038
Official Account	\$23,134
Other Accounts	\$62,325
<b>Total Funds Available</b>	<b>\$271,497</b>

Financial Commitments	
Operating Reserve	\$132,643
Maintenance -Buildings/Grounds incl SMS>12 months	\$138,853
<b>Total Financial Commitments</b>	<b>\$271,497</b>

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*