

2017 Annual Report to the School Community



School Name: Burwood East Special Developmental School

School Number: 5225

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

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About Our School

School Context

Burwood East Special Developmental School provides educational programs for children from Foundation to Year 12. As well as a robust emphasis on individual learning and academic outcomes the school is also extremely proud of the caring and nurturing environment that it offers to all students and their families. The school is inclusive and makes a significant contribution to the personal wellbeing of our students.

Students attending Burwood East SDS have moderate to severe intellectual disabilities and some students may have other diagnoses, i.e.: Down Syndrome, epilepsy or present on the autism spectrum. Most students come to school on the three school bus services, but many students attend from outside of our designated transport zone and travel with parents and carers.

The school's future focus is to maintain emphasis on the 'whole child as a learner', recognising wellbeing as a prerequisite for student learning. This is coupled with a renewed focus on curriculum delivery and classroom practice to ensure that staff are supported in their delivery of the Victorian Curriculum - adjusted to meet the needs of the students in their class.

Framework for Improving Student Outcomes (FISO)

The school's focus in 2017 was 'Building Practice Excellence' with the ongoing intentions to build teacher capacity to link assessment with student goal formation and reporting. A key driving force this year (and through previous years) has been this consistent implementation of School-Wide Positive Behaviour Support for all staff and throughout the school. Calm classrooms and students who are ready to work have allowed teachers to refine their classroom practices during the year as well as assess and collect data to evidence the true learning capacity of students in their charge.

Achievement

Student achievement remains strong at Burwood East Special Developmental School. While the majority of our students assess as operating at Levels A to D of the Victorian Curriculum in English and Mathematics their other numerous achievements exist outside the parameters of the mandated content of the Annual Report. It is reassuring, therefore, that all students who are in receipt of funding through the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

Engagement

Throughout 2017, students enjoyed a variety of opportunities to keep them engaged and positive here at the school. Senior students went on overnight school camps that allowed them to visit and spend time in the authentic context of the local area. All students continued to participate in specialist learning programs in visual art, music and physical education. In addition, a Pathways program gave senior students the chance to participate in a number of activities (gym, travel training and theatre visits). A new school van was purchased from school funds to help continue these programs and make it easy for our staff and students to be active participants in the environment external to BESDS.

Our students and parents in the Early Education Program were supported in their transitions to engage with full-time schooling both here at Burwood East SDS and other local specialist settings. We continue to support and advocate for our families and carers who select to pursue dual enrolments for their son/daughter by working closely with our colleagues in mainstream settings to maintain collaborative relationships that keep young people motivated and connected with learning.

Our attendance data reflects the nature of our student cohort's need to visit medical or therapeutic supports on a regular basis.

We are delighted that all of our school leavers have engaged with purposeful post-school options.



Wellbeing

Burwood East Special Developmental School is incredibly proud of the continuing combined efforts of teachers, therapists and Education Support staff in under-pinning and improving the wellbeing of students. Our therapy team is always prepared and ready to offer guidance and support to teachers to shape classroom interactions with students. The parent and student community benefit from the services of a family support worker employed for one day a week and shared with other local specialist settings. Last year the school convened and ran information session on the NDIS roll out in our area and continues to support families in this space.

All of our staff have been well-trained and are well-versed in their respective capacities to maintain Burwood East SDS as a Child Safe School, a school where respectful relationships are an intrinsic part of every interaction with students and families and where diversity and inclusivity are fundamental components of creating a Safe School environment in which every student is valued and respected.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 73 students were enrolled at this school in 2017, 13 female and 60 male.

28 percent were EAL (English as an Additional Language) students and < 10 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.



Parent Satisfaction Summary

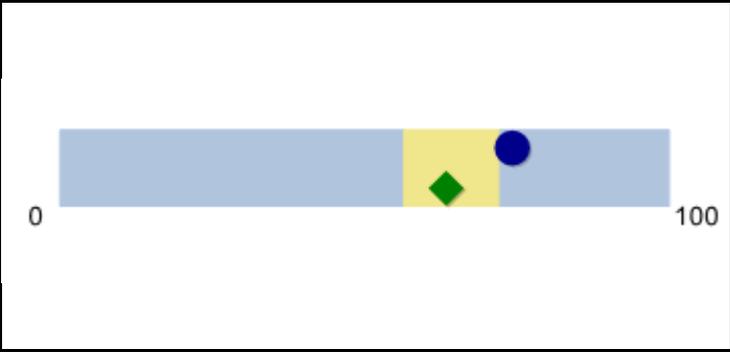
Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <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 Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>36%</td></tr> <tr><td>B</td><td>26%</td></tr> <tr><td>C</td><td>12%</td></tr> <tr><td>D</td><td>18%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>8%</td></tr> <tr><td>1 - 1.5</td><td>0%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</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 Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>26%</td></tr> <tr><td>B</td><td>36%</td></tr> <tr><td>C</td><td>10%</td></tr> <tr><td>D</td><td>12%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>7%</td></tr> <tr><td>1 - 1.5</td><td>1%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</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 | 36% | B | 26% | C | 12% | D | 18% | 0.5 | 0% | F - F.5 | 8% | 1 - 1.5 | 0% | 2 - 2.5 | 0% | 3 - 3.5 | 0% | 4 - 4.5 | 0% | 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 | 26% | B | 36% | C | 10% | D | 12% | 0.5 | 5% | F - F.5 | 7% | 1 - 1.5 | 1% | 2 - 2.5 | 0% | 3 - 3.5 | 0% | 4 - 4.5 | 0% | 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 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F - F.5 | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 - 1.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 - 2.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 - 3.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 - 4.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.5 | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F - F.5 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 - 1.5 | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 - 2.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 - 3.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 - 4.5 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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>16.8</td> <td>18.9</td> <td>20.8</td> <td>20.2</td> <td>19.2</td> </tr> </tbody> </table> | Year | 2014 | 2015 | 2016 | 2017 | 4-year average | Average absence days | 16.8 | 18.9 | 20.8 | 20.2 | 19.2 |
| Year | 2014 | 2015 | 2016 | 2017 | 4-year average | | | | | | | | |
| Average absence days | 16.8 | 18.9 | 20.8 | 20.2 | 19.2 | | | | | | | | |
| <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

Careful and judicious planning by BESDS School Council has resulted in funds being saved to continue to invest in our infrastructure and provide quality teaching and learning to improve student learning outcomes.

| 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 | \$3,029,901 | High Yield Investment Account | \$30,682 |
| Government Provided DET Grants | \$614,333 | Official Account | \$5,520 |
| Government Grants Commonwealth | \$7,801 | Other Accounts | \$342,288 |
| Government Grants State | \$9,725 | Total Funds Available | \$378,490 |
| Revenue Other | \$15,953 | | |
| Locally Raised Funds | \$56,424 | | |
| Total Operating Revenue | \$3,734,137 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$10,525 | | |
| Equity Total | \$10,525 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$2,451,449 | Operating Reserve | \$75,069 |
| Communication Costs | \$4,569 | Asset/Equipment Replacement < 12 months | \$135,500 |
| Consumables | \$14,480 | Capital - Buildings/Grounds incl SMS<12 months | \$50,000 |
| Miscellaneous Expense ³ | \$111,673 | Maintenance - Buildings/Grounds incl SMS<12 months | \$22,000 |
| Professional Development | \$17,305 | Revenue Receipted in Advance | \$31,998 |
| Property and Equipment Services | \$147,671 | Other recurrent expenditure | \$11,306 |
| Salaries & Allowances ⁴ | \$165,528 | Capital - Buildings/Grounds incl SMS>12 months | \$52,617 |
| Trading & Fundraising | \$6,907 | Total Financial Commitments | \$378,490 |
| Travel & Subsistence | \$4,505 | | |
| Utilities | \$17,894 | | |
| Total Operating Expenditure | \$2,941,980 | | |
| Net Operating Surplus/-Deficit | \$792,158 | | |
| Asset Acquisitions | \$193,049 | | |

(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.

