

2024 Annual Report to the School Community

School Name: Endeavour Hills Specialist School (5590)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 April 2025 at 04:20 PM by Karen Hunt (Principal)

- As executive officer of the school council, I attest that this 2024 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 24 April 2025 at 04:21 PM by Karen Hunt (Principal)

HOW TO READ THE ANNUAL REPORT

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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.

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

School context

Endeavour Hills Specialist School provides innovative, educational programs for students aged between 4 years 8 months and 18

years of age who have a diagnosis of Autism Spectrum Disorder with an accompanying complex language disorder, and/or an intellectual disability. Many of our students have a combination of both autism and an intellectual disability, complex language disorder and/or high sensory needs. Our school has state of the art, purpose-built facilities, comprising individual learning places that allow students to learn, grow and foster friendships with students of a similar age in a safe, stimulating, and engaging environment. The learning places have their own “Messy lab” (Art/Science room) and Common room/PMP space, reducing the need for multiple transitions for students across the school. All buildings have a set of classrooms and bathroom facilities that are wheelchair accessible, with some classrooms being serviced by a full overhead hoist system. Augmented hearing support is in every learning space for students with a hearing impairment, and the students can take regulating sensory breaks on the equipment that is freely available in all learning places.

Our Community Hub has a full-size competition basketball court, all abilities accessible fitness centre and a full-size commercial kitchen. This space is designed to be utilized by the wider community, thus strengthening our community partnerships.

Our staff work in transdisciplinary teams comprising 37 teachers, 3 Permission to Teach teachers, 8 therapists, 1 Music Therapist, 1 NDIS navigator, 1 School Nurse, 1 Psychologist/Mental Health Practitioner, 63 educational support staff, students, and families. This model places the student at the centre of their learning and ensures that the learning is tailored to their individual needs.

Class sizes are small allowing every student the opportunity to succeed. These teams are supported by 6 Leading Teachers, 5 Learning Specialists and 3 Principal class members.

Students’ academic learning is complimented by a broad specialist program with students participating in Visual Arts, Performing Arts, Physical Education, STEM and Homecrafts/Horticulture.

Endeavour Hills Specialist School recognises the important contribution from our parent community, and their involvement is highly valued. Our school community comprises of families from a broad socio-economic spectrum with a range of ethnicities, with 41% of our students coming from families where English is an additional language. The majority of our families reside within the City of Casey and many of our students use the school bus service to travel to school. We also have some families who reside outside the school transport zone and choose to make their own transport arrangements, so that their children can access our programs. At the August 2024 census, we had 225 students enrolled.

Endeavour Hills Specialist School’s values are highly visible, explicitly taught, continuously modelled and regularly celebrated. We have one value: BE KIND We enact this value in our everyday actions and interactions:

- BE KIND to yourself
- BE KIND to others
- BE KIND to the environment.

Our values form the foundation of our School-Wide Positive Behaviour Supports framework and reflect the school community’s intention to empower students to be the best person they can be. Students discuss, agree and enact ways in which the values can be applied in all aspects of the school community:

- in the classroom
- in the playground
- on excursions
- in office areas, corridors and toilets
- when we have visitors

Our vision is to inspire students to achieve their personal best and become active and independent members of their community. We provide a blended curriculum of academic learning, high-interest programs and therapeutic supports within a positive behaviour supports framework that caters for each student at their point of need, and encourages personal growth, independent learning, and sound social-emotional behaviours. Our aim is to produce lifelong learners who are aware of their skills and strengths, and have a positive attitude to challenges and opportunities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 EHSS began implementing our 2023 - 2026 Strategic Plan. We continued to focus on the Departmental Priorities goal with a particular focus on the key improvement strategy of building staff knowledge and understanding of the Victorian Curriculum, with a focus on levels A-D.

Facilitated moderation sessions were held for teachers with a focus on writing. Teachers and therapists, were given time to analyse student writing samples and map it to the achievement standards in the Victorian Curriculum. As a result of the moderation, a "Writing Continuum" guide has been established and shared with staff.

Professional Learning was provided to teachers on writing SMART goals. Subsequently, the quality of Individual Education Plan goals was consistent across the school with goals that were reflective of the students zone of proximal development.

Teachers were provided with work program samples and guidelines for consistent content to support the requirement to provide evidence of differentiation and curriculum levels being addressed.

A report writing guideline was written to support teachers in writing high quality reports and ensuring that achievement standards were reflected and consistency of teacher judgement of student outcomes.

Wellbeing

In 2024 our key improvement strategy focus was to continue to implement and strengthen the SWPBS framework. Ongoing professional learning for all staff on Multi-Tiered System of Supports

(MTSS) has been provided. All strategies, resources and interventions are analysed and placed within the framework at either tier 1,2 or, 3. There is a visual representation of the MTSS framework centrally located in the staff room to consistently reinforce the learning. The relentless focus on tier 1 strategies has resulted in only 0% of students requiring a tier 3 Behaviour support plan.

The school achieved our SWPBS Blue level accreditation. Unfortunately, our SWPBS coach changed and we did not have a coach for an extended period of time. The Positive Behaviour Matrix is clearly displayed across the school.

11% of students have a Ready to Learn plan documented as part of their student profile. This has led to the wellbeing team developing a process for writing ready to learn plans along with a plan for whole school PL in 2025. Ready to Learn Plans are a key element of the Berry Street Educational model.

42% of students have received 5 or more green chronicles. Staff are reminded to focus on all students demonstrating positive behaviour, not just those that occasionally demonstrate behaviours of concern.

Mental Health in Primary School initiative allowed us to train a leading teacher to provide resources and strategies to teachers. This empowers our teachers to deliver individual and group programs to support the mental health and wellbeing of our primary aged students.

Engagement

Student engagement is a priority at Endeavour Hills Specialist school. Our school wide approach emphasises the importance of consistency in the use of classroom supports such as visuals and schedules. Our commitment to the Berry St model involved the development of concise "Ready to Learn" plans. These plans outlined the supports that a student requires to regulate, allowing them to engage in their learning. This can be self directed by the student or as part of co regulation.

We have a culturally diverse population and this can contribute to many of our students taking extended time away from school to accompany their families overseas. This is reflected in our school absence average of 23.8 days. We also acknowledge the steady increase in the average number of days absent as a direct correlation to the steady increase in enrolment numbers.

As a school we recognise the importance of positive family engagement to support our students. We recognised the needs to streamline our communication and information sharing. We provided 1 to 1 support to assist families in accessing Compass. This portal provides parents with all the important information regarding the school such as booking in termly Student Support Group meetings, viewing and downloading Individual Education Plans and Semester reports, approval for incursions and excursions and the awarding of green chronicles for demonstrating our school values.

We recognise that many of our students struggle to communicate about their day at school and so we introduced Seesaw. This platform enables our families to see in real time learning that their child is participating in across the day. This platform has increased student engagement in learning as they are able to see their families viewing and commenting on their achievements.

Financial performance

The school was able to strategically prioritise and allocate funds to meet the needs of our students. A carefully managed approach allowed us to provide the necessary learning materials and resources to support student engagement and wellbeing. The challenges faced in the recruitment of teachers and allied health professionals resulted in a large proportion of funding being spent on agency staff. This is a priority to ensure the safety and learning for all students.

Targeted funding initiatives allowed us to deliver the following:

- We were able to support the delivery of a swimming program for our middle and upper primary school aged students.
- We were able to support the staffing and subsequent time in lieu requirements to allow our first ever school camp for senior students to occur.
- Our mental health fund targeted funding was utilised to provide the final two days training in the Berry Street Model of trauma informed education. This training forms the cornerstone of our wellbeing processes and approaches to supporting our students within the Multi Tiered System of support.
- Our tutor provided individualised support for selected students in the area of literacy
- The Sporting Schools Program allowed our PE staff to purchase resources and provide incursions covering a variety of sports to expose students to many different sporting opportunities.

The Out of Hours School Care grant allowed us to support the delivery of an before/after school care program. This assists our families if they wish to pursue work and schooling avenues.

The school's equity funding was used to provide extra support staff to assist our students to access and engage in their learning.

This carefully managed approach saw the school finish the year with a healthy surplus. This surplus has been committed to the purchase of a school bus to allow students to engage with the community and learning through excursions, and to improve the safety for our students by improving the internal fencing.

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 2.0 (FISO 2.0).

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 194 students were enrolled at this school in 2024, 34 female and 160 male.

42 percent of students had English as an additional language and 2 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).

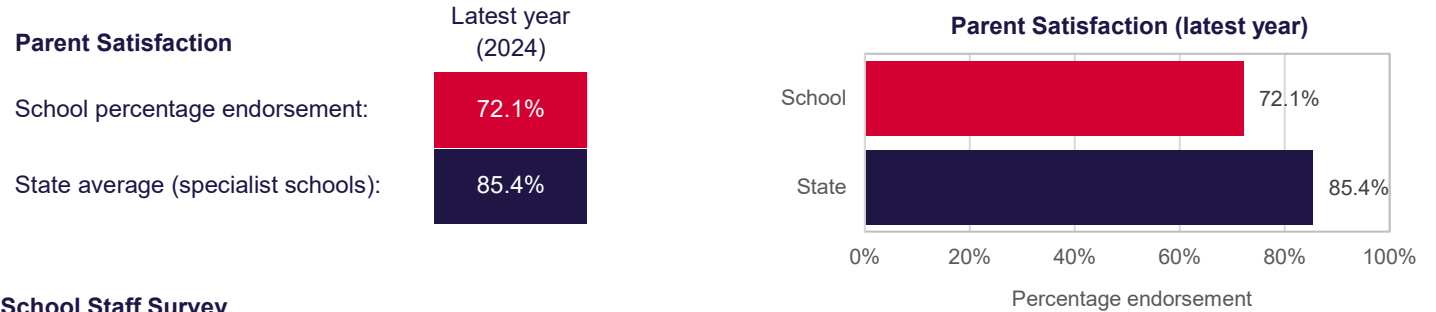
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

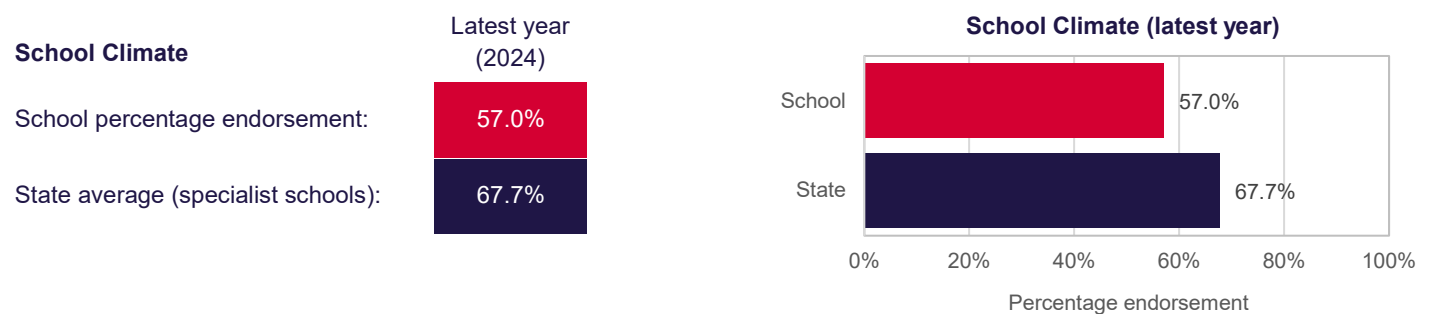


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.

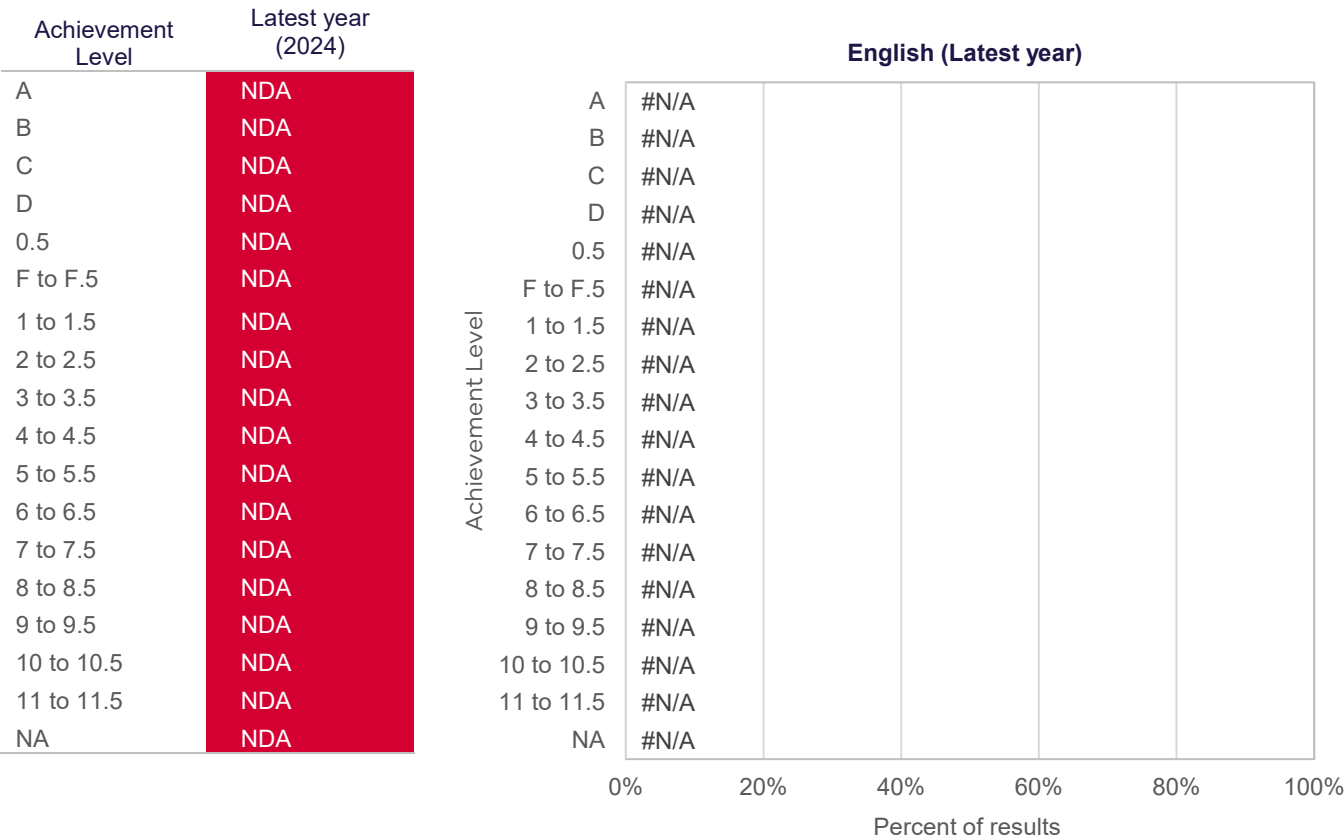


LEARNING

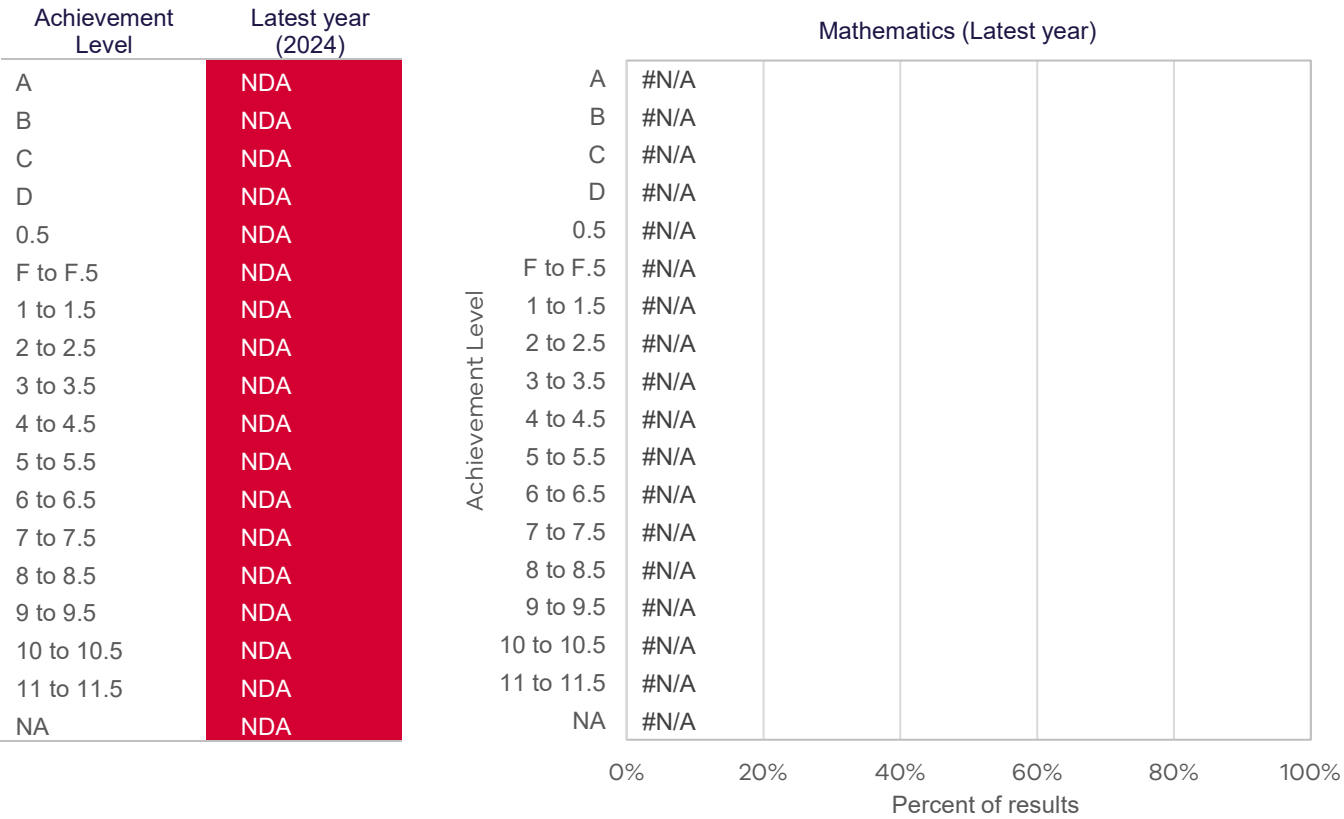
Teacher Judgement of student achievement

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

English



Mathematics



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	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	NDA	NDA	100.0%	100.0%	100.0%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$9,455,721
Government Provided DET Grants	\$1,667,736
Government Grants Commonwealth	\$248,406
Government Grants State	\$0
Revenue Other	\$17,595
Locally Raised Funds	\$19,358
Capital Grants	\$0
Total Operating Revenue	\$11,408,816

Equity ¹	Actual
Equity (Social Disadvantage)	\$40,013
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,013

Expenditure	Actual
Student Resource Package ²	\$8,246,109
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,680
Communication Costs	\$4,739
Consumables	\$92,856
Miscellaneous Expense ³	\$19,806
Professional Development	\$14,594
Equipment/Maintenance/Hire	\$145,080
Property Services	\$120,930
Salaries & Allowances ⁴	\$6,708
Support Services	\$885,278
Trading & Fundraising	\$78,705
Motor Vehicle Expenses	\$221
Travel & Subsistence	\$0
Utilities	\$92,672
Total Operating Expenditure	\$9,718,377
Net Operating Surplus/-Deficit	\$1,690,438
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$891,526
Official Account	\$19,448
Other Accounts	\$0
Total Funds Available	\$910,974

Financial Commitments	Actual
Operating Reserve	\$0
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$0

All funds received from the Department of Education, 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.

