

2025 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 30 April 2026 at 12:15 PM by Karen Hunt (Principal)

- As executive officer of the school council, I attest that this 2025 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 30 April 2026 at 12:16 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

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 38 teachers, 14 therapists, 1 Music Therapist, 1 NDIS navigator, 1 School Nurse, 1 Psychologist 1 Mental Health Practitioner, 67 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 2025 census, we had 293 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 our Berry Street Trauma Informed Practices 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

During 2025 the Leadership teams continued to work on developing and embedding teaching and learning practices across the school. A pedagogical team was formed, consisting of Principal, Assistant Principals and leading teachers to research and develop an Endeavour Hills Specialist School (EHSS) pedagogical model. We undertook the following:

- Term 1 & 2 Reviewed pedagogical models from like schools. Discussed what would work in our context, what reflected our vision and values
- Term 3 & 4 reviewed and fed back on VTLM 2.0 and what parts of the elements of teaching and elements of learning resonated. Each team member was assigned an element to unpack and identify areas that we could adopt or that we are already doing
- We have collated all the information and desired inclusions ready to create our pedagogical model in term 1 2026

Term planners for teaching of phonics have been developed embedding explicit teaching.

Classroom system checklists referenced during student well-being meetings. Leading teachers ensure these checklists are completed and the consistent systems are embedded during their fortnightly coaching sessions with teachers.

Learning Specialists referral process identifies classroom systems checklist as a key component when assessing and prioritizing referrals.

Most teachers are linking IEP goals within their work programs. In 2026 a whole school work planner will be implemented with clear links to IEP goals.

All classrooms have ready to learn scales embedded in their morning check in. In 2026 we will focus on embedding them throughout the day.

Staff completed the AAC survey, and the data reflects the school's commitment to support all modes of AAC for our students. Staff feel confident using a range of strategies and systems although the data shows that the positive endorsement remains at 67%. We believe that the continued rapid growth of the school and the volume of new staff requiring support and training have significantly impacted this data.

In 2025, we had a very low response to the parent opinion survey which impacted the fidelity of the data.

The implementation of regular AIP team meetings for all staff ensured that we maintained an unrelenting focus on our goals and targets which was reflected in us meeting or exceeding all targets. Highlights include 100% of students having an individual Ready to Learn Plan, the continuation of facilitated moderation tasks ensured consistency in teacher judgement of student progress against the Victorian Curriculum.

Wellbeing

In 2025 our key improvement strategy focus was to continue to implement and strengthen the Berry Street Trauma Informed Practices. 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 school achieved our SWPBS Blue level accreditation. The Positive Behaviour Matrix is clearly displayed across the school. 100% of students have a Ready to Learn plan documented as part of their student profile. Ready to Learn Plans are a key element of the Berry Street Educational model. 68% of students have received 5 or more Being Kind (green chronicles). Staff are reminded to focus on all students demonstrating positive behaviour, not just those that occasionally demonstrate behaviours of concern. We employed a Mental Health Practitioner (MHP) in term 3. This allows our psychologist to focus on the mental health and wellbeing needs of all students. The MHP delivers targeted support to individuals and groups in our secondary section. Programs have included a girls group, social skills group and 1:1 support for those students with complex support needs.

Consistent documentation was developed to assist teachers and leaders in capturing essential information in Care Teams, Student Support Group Meetings, Individual Learning Plans, Behaviour Support Plans, Return to School Plans and Modified Timetables. This consistency ensured student wellbeing was at the forefront and clearly identified appropriate goals and strategies to assist the students to reach their full potential.

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 52.3 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.
- 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 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 installation of a playground for Wattle learning place, front security fences, and extensive storage solutions for the resources and equipment that have been purchased.

**For more detailed information regarding our school please visit our website at
<https://www.ehss.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 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 272 students were enrolled at this school in 2025, 60 female and 212 male. 47% had English as an additional language and 3% 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 **High**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	55.6%	
	Similar schools	89.1%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	65.6%	
	Similar schools	68.5%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English





Percent of results at each achievement level in English

			2025
A	School	2.8%	
B	School	22.4%	
C	School	18.5%	
D	School	19.8%	
0.5	School	3.9%	
F-F.5	School	11.4%	
1.0-1.5	School	9.0%	
2.0-2.5	School	7.5%	
3.0-3.5	School	3.8%	
4.0-4.5	School	0.8%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	2.8%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics




			2025
A	School	4.6%	
B	School	22.5%	
C	School	16.9%	
D	School	12.7%	
0.5	School	2.1%	
F-F.5	School	13.4%	

			2025
1.0-1.5	School	10.9%	
2.0-2.5	School	10.6%	
3.0-3.5	School	5.6%	
4.0-4.5	School	0.7%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	2.8%	

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	70.0%		73.7%
	Similar schools	40.3%		40.9%
	State	81.5%		81.2%


Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Ungraded	School	52.3		50.7
	Similar schools	40.9		39.8
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	73.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$12,901,361
Government Provided DET Grants	\$2,420,937
Government Grants Commonwealth	\$25,355
Government Grants State	\$0
Revenue Other	\$33,092
Locally Raised Funds	\$36,791
Capital Grants	\$0
Total Operating Revenue	\$15,417,536

Equity	Actual
Equity (Social Disadvantage)	\$81,760
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$81,760

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$11,217,682
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,152
Communication Costs	\$9,986
Consumables	\$132,097
Miscellaneous Expenses ²	\$25,540
Agency Staff	\$1,345,502
Professional Development	\$54,683
Equipment/Maintenance/Hire	\$106,593
Property Services	\$336,120
Salaries & Allowances ³	\$483
Support Services	\$120,289

Expenditure	Actual
Trading & Fundraising	\$17,307
Motor Vehicle Expenses	\$4,873
Travel & Subsistence	\$0
Utilities	\$121,344
Total Operating Expenditure	\$13,502,652
Net Operating Surplus/-Deficit	\$1,914,884
Asset Acquisitions	\$29,952

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$766,036
Official Account	\$27,477
Other Accounts	\$0
Total Funds Available	\$793,512

Financial Commitments	Actual
Operating Reserve	\$380,828
Other Recurrent Expenditure	\$550
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	\$175,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$556,378

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.