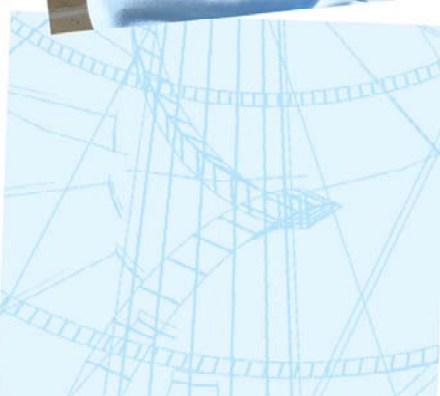


2009 Annual Report to the School Community

Mount Evelyn Special
Developmental School
School Number: 5246



Every
child,
every
opportunity



Mount Evelyn Special Developmental School

Mount Evelyn Special Developmental School is committed to continuous improvement and achieving excellence in Special Education at each level of the school, Early Education, Primary, Secondary and Vocational Pathways. The school has a reputation for quality individualised planning and teaching for students with complex additional learning needs within the context of a rich modified curriculum inclusive of all therapy disciplines.

There is a strong partnership between parents / carers and school. Parent input is sought at each stage of planning for teaching and learning. The school community is connected with many opportunities for family involvement including parent forums and social events. Parent satisfaction in this school was rated at 6.2 on a scale of 1-7.

Mount Evelyn Special Developmental School has 58.03 equivalent full time staff: 3 Principal class, 17.8 teachers, 37.23 Education Support Staff and a therapy team. Teacher morale is high, rating 72 on a scale of 1-100. All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

The Department of Human Services fund two very successful respite programs which are based at the school, Saturday Club and Vacation Care.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Mt Evelyn SDS is proud of the achievements of all students. The goals established for each student within the annual Student Learning Plan are specific, relevant and functional. The assessment of student achievement is based on teacher assessment of student progress against their individual goals.</p> <p>Core school performance indicators report that 98% of students made satisfactory or better progress in English.</p> <p>A focus on developing the capacity of all staff to assist students to develop a functional means of communication has resulted in excellent achievement across all levels. The pilot project based on Intensive Interaction was extended to include students in Early Education and Primary. Augmentative systems of communication were expanded to include P.O.D.D.S. (Pragmatic Organisational Dynamic Displays) and the use of communication devices for some students.</p> <p>Extensive professional learning was provided for all staff. A whole school developmental approach in the area of communication has strengthened the implementation of programs.</p>	<p>Attendance reflects the complex needs of students, some have experienced long periods of ill-health.</p> <p>Social skills development is a focus for our Strategic Plan and the 2010 Annual Implementation Plan. Programs have included Values Education and Human Relations.</p> <p>Human Relations Programs are provided in Boys and Girls clubs. Family Planning Victoria also provided programs specific to issues for students with additional learning needs, funded by the School Focussed Youth Services.</p> <p>Two school chaplains support students and their families. A "buddy" system encourages senior students to support, interact and form relationships with younger students.</p> <p>Effective behaviour management is planned and implemented across the school to ensure the safety of all students and to facilitate effective engagement and learning. Parent opinion indicates a high level of satisfaction in the area of student safety. The school's approach to encourage positive student behaviour has resulted in the school community acknowledging the safe and nurturing environment and caring culture.</p>	<p>Mt Evelyn SDS has emphasised the importance of transition and effective hand-over at all levels of the school.</p> <p>The aim was to embed effective transition processes and to build teacher capacity to manage the systems in place.</p> <p>In Term 4 comprehensive parent sessions, transition and orientation opportunities for students have been implemented. Teams of teachers and support staff have worked together to ensure the resources for students were available as required. Social Stories have provided visual cues and information to students. Students who are graduating have received transition in their new setting. These visits have been supported by Mt Evelyn SDS staff.</p> <p>Students across the school who were transitioning to a new section spent time in their new classroom. For students transferring to Mt Evelyn SDS close liaison has occurred between our staff and the staff of the exiting school or Early Education Program. The strong relationships established enabled our students to make successful transitions.</p>
<p>For more detailed information regarding our school please visit our website at [www.mtevelynsds.vic.edu.au] or view our Annual Report online at http://www.vrqa.vic.gov.au/SReg/</p>		

Government School Performance Summary 2009



Mount Evelyn Special Developmental School

School Performance Summary data is currently unavailable for specialist schools.

Financial Performance and Position

Mount Evelyn Special Developmental
School

School Number: 5246

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$447,353
Commonwealth Government Grants	\$76,700
State Government Grants	\$105,983
Other	\$49,843
Locally Raised Funds	\$71,933
Total Operating Revenue	\$751,812

Expenditure

Salaries and Allowances	\$346,467
Bank Charges	\$355
Consumables	\$43,588
Books and Publications	\$953
Communication Costs	\$7,812
Furniture and Equipment	\$27,889
Utilities	\$30,486
Property Services	\$266,278
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$6,568
Administration	\$14,127
Health and Personal Development	\$1,888
Professional Development	\$13,967
Trading and Fundraising	\$10,011
Support/Service	\$72,218
Miscellaneous	\$4,910
Total Operating Expenditure	\$847,517

Net Operating Surplus/-Deficit **-\$95,705**

Capital Expenditure **\$27,277**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$83,850
Official Account	-\$415
Other Bank Accounts(listed individually)	\$0
	\$
	\$
	\$
	\$
	\$
	\$
Total Funds Available	\$83,435

Financial Commitments	2009 Actual
School Operating Reserve	\$83,435
Assets or Equipment Replacement < 12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$83,435

Financial performance and position commentary

Funds totalling \$211,190 were carried forward from 2008 placing the school in surplus. In the area of student engagement and wellbeing: Family Planning Victoria provided a series of Human Relationship sessions for a select group of secondary students and their parents. Generous donations provided funding for the improved playarea in the primary playground; rubber playsurfacing with play patterns / shapes and musical play equipment. Under the National School Pride Program our school received \$75,000. Refurbishment of staff and administrative facilities was undertaken resulting in much more attractive and appropriate spaces given the increase in staff numbers over the past years. Respite programs are provided for families during holidays and weekends through DHS grants of \$105,983. A grant of \$9709 was received from the Dept of Planning & Community Development for Advance programs. Students in the Vocational Section of the school successfully participated in the Duke of Edinburgh Award Scheme, in comprehensive transition programs, a graduation ceremony, formal ball and work experience. Commonwealth funding of \$9000 from DEEWR funded a chaplaincy program. The school chaplain provided support during critical incidents and ongoing support to students ,families and siblings.