

# 2020 Annual Report to The School Community



**School Name: Barwon Valley School (5368)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 March 2021 at 02:07 PM by Anne Hume (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 03:05 PM by Don Shields (School Council President)

# How to read the Annual Report

---

## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

---

## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

### Achievement

- 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).

## How to read the Annual Report (continued)

---

### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Barwon Valley School (BVS) is a state Special Developmental School (SDS) based in Belmont, Geelong. Our eligibility criteria is an IQ below 50 with some of our students having additional disabilities such as physical, sensory. A significant number of our students also have a diagnosis of Autism. We currently have 192 students enrolled ranging in age from 5 to 18. The majority of students access Department of Education and Training (DET) travel assistance which mainly provide bus transport to and from school. The number of our students travelling to school by car has slowly increased over the past 4 years. We have a very diverse staffing profile which includes Teachers, Education Support Staff (ES) (administration, classroom and therapy support), Physiotherapists, Occupational Therapists, Speech Pathologists, nurses, technician and Maintenance Manager. The organisational structure of our school involves a Junior Learning Community with 11 class groups with one of these groups attending Oberon South Primary School 4 days per week and a Senior Learning Community with 13 class groups with two of these groups attending Oberon High School 3 days per week. Every group has a minimum staff of one teacher and one ES however there may be additional ES support provided where required.

We have a number of specialist rooms which support our students learning. These include 2 specialist regulation rooms, an exercise gym and an Aquatic Learning Centre which provides either hydrotherapy or swimming lessons to all students.

All students are taught the Victorian Curriculum, 8 learning areas and 4 capabilities (excluding LOTE) at levels appropriate to their development. Most of our students are working within levels A-D Foundation with some working up to level 4 in some curriculum areas. In accordance with our teaching and learning policy, teachers are required to explicitly teach 3 English and 2-3 Math lessons weekly. Other curriculum areas including science, arts, humanities, Health and PE are taught and assessed in line with DET reporting guidelines. All students have an Individual Education Plan which focuses on Speaking & Listening /Communication and the Personal and Social Capability. We provide the Barwon Valley Achievement Certificate (BVAC) program for students in their last 2 years of school. This program focuses on work experience, attaining levels within the Bridge award and completing modules of the South Pacific Education Course (SPEC).

In line with our school vision we have introduced many opportunities for student voice and leadership. Students are strongly encouraged to attend student support group meetings, we have a student council, school, house and bus leaders. BVS places high importance in the involvement of our families in our school community. This includes membership of school council, celebration days, SSGs, transition supports and regular communication channels such as daily diaries, Seesaw, social media etc.

Two years ago a second SDS opened in the northern part of Geelong which is now having an impact on our enrolment numbers. Although all our students, which now reside in their Designated Transport Area, have been provided with a grandfather clause to allow transport assistance to our school for the remainder of their time at BVS we are starting to see a gradual reduction in student enrolments in our foundation groups.

BVS values our participation in a number of regional and statewide networks. This gives us opportunities to both learn from and provide expertise to the broader education community.

### Framework for Improving Student Outcomes (FISO)

For our Strategic Plan Goal 'To build practice excellence to maximise learning outcomes in English and Mathematics for all students in a culture of high expectations' we delivered on the following Key Improvement Strategies (KIS)

1. Continue to implement and embed the BVS Literacy Framework with school wide efficacy to support student increased learning outcomes in the VC Achievement Standards of Reading and Viewing and Writing (See Achievement)
2. Further strengthen and embed the collaborative culture of our PLC model with an continuing focus on using data to provide feedback on teaching practice and student learning growth in Reading and Viewing and Writing (See Achievement)
3. Continue to implement and embed the BVS Literacy Framework with school wide efficacy to support student increased learning outcomes in the VC Achievement Standards of Reading and Viewing with a focus on HITS (See Achievement)

For our Strategic Plan Goal 'To continue to develop a strong and resilient community to enhance the health, wellbeing, inclusion and engagement of all students' we delivered on the following KISs.

1. Embed the body dimension of the Berry Street Educational Model (BSEM) within the SWPBS Tier 1 framework (See Engagement)
2. Implement the Zones of Regulation (ZOR) Program as a tool to support students self regulation within the SWPBS framework (See Engagement)

### Achievement

In 2020 we used Victorian Curriculum (VC) achievement standards data to inform student learning. The data for 2020 indicated 85% of students demonstrated relative learning growth in English. In 2020, the Professional Learning Community (PLC) model continued to be a high priority with PLC leaders meeting for professional learning and discussion, each week with an AP and Leading Teacher. Teachers continued to be given a weekly common Non Face To Face Time (NFTFT) session with their PLC members in addition to an after school hours weekly meeting. This model has led to a marked increase in collaborative planning, with teachers having a shared responsibility for planning and teaching for all students in their PLC. The quality of planning documents used has also improved and many teachers used cloud based platforms to increase collaboration and sharing. PLCs use an inquiry question each term to drive their work and use the data to inform their teaching.

The results from the school staff survey (SSS) indicate that teachers believe we are showing high levels of Teacher Collaboration and Academic Evidence. Teachers are participating in a range of collaborative activities which are regularly evaluated in terms of impact on teaching. There is a strong sense of collective responsibility in order to achieve agreed targets. There is a mutual trust between leaders and staff who are all equally committed and trusted to achieve ambitious results. PLCs track and monitor individual through to whole school progress. PLCs have levels of trust that enable teachers to support and challenge each other to continuously improve. PLCs support teachers to use a range of evaluative strategies to assess understanding and progress and incorporates focused and differentiated feedback to support the progress and achievement of every child. We have a clear instructional model which all teachers follow. Finally teachers are committed to improving their practice and actively seek feedback and support from each other. All teachers participate in Peer Observations each term. This process has evolved over the past 4 years. So in 2020 teachers now observe colleagues from within their PLC during NFTF teaching time with a very succinct focus and are required to find and note observations on what was seen, heard and wondering on 3 sticky notes. As a result of the remote learning experience where staff became familiar with teaching on video, this practice of videoing is now being embedded as an observation and feedback tool.

We have two part time learning specialists at BVS. Their role is to support the implementation of the BVS Literacy Framework. Their role is to provide Professional Learning, model best classroom practice and to purchase resources. They also provide growth coaching for teachers. Each year teachers are identified in consultation with the principal Class. Using video is now a required component of coaching.

In 2020 we began working on using moderation to develop consistency in assessing writing across the school. Moderation of work samples promotes understanding of the writing curriculum across the levels, curriculum concepts as well as collaboration and support of each other. Incorporating this into the BVS Assessment and Reporting schedule has enabled consistent practice across all teaching practices in the school.

In 2020 there was a strong focus on the use of Augmentative and Alternative Communication systems (AAC). To support this work, as a school we developed a High Impact Teaching strategy (HIT) on the use of AAC. Teachers worked collaboratively with therapy staff to improve the use of AAC across the school. Staff were given the opportunity during remote learning to take a device home to practice using the three main platforms that our students use for communication. Evidence indicated that on return to onsite learning, staff knowledge and use of these platforms had increased. Staff were now modelling the use of these in classroom practice, planning for student use throughout the day and feeling more confident in their skills. Further to this, the use of core word boards across the school increased which can be evidenced through the many videos we developed to support students and families to operate at school within Covid-19 guidelines. AAC has also supported our students to have access to an alternative pencil which has

been a significant piece of work within the school and involved teachers working collaboratively with our speech and OT team.

We use Seesaw as a communication platform with families which has been an effective tool for sharing learning and is inclusive of all staff and families. Improved AAC use has enabled better student/teacher communication and informed teaching practice.

**Engagement**

At BVS we continued to have a Student Engagement Team (SET) who meet weekly with a focus on supporting students in their engagement in learning and are aligned with our school vision. SET has its own discrete roles and responsibilities and has representatives from both learning communities, therapy and are led by a Leading Teacher. Professional learning is developed and delivered, staff make referrals for support with students, resources are developed and policy and other compliance documents are managed. Regional experts were utilised to support this team in the area of School Wide Positive Behaviour Support (SWPBS). SET successfully developed a new Behaviour Support Plan format which is closely linked to the Zones of Regulation and very concise and clear, enabling staff to follow them easily. In 2020, 22% of our students have a BSP, this number remains consistent over the last several years.

**Professional Learning:**

We worked as part of a Community of Practice (COP) within our Network of schools, We used an inquiry question to lead our work - "By working together, how do we build our skills and knowledge to create the conditions that strengthen student voice in learning". We are implementing the work of Russell Quaglia's Three Guiding Principles and Eight Conditions - Student Aspirations. In 2020 this was implemented by volunteer teachers across the school and aligned with many of our already established practices.

Our students continue to present with many different needs, some of which manifest as behaviours of concern. Many factors impact on these daily - health, wellbeing, the environment, medication etc. Some of these behaviours can be very extreme and distressing, having an impact on other students and our staff. We continue to undertake extensive training in trauma informed practices e.g. Berry Street Education Model (BSEM) (embedding these in SWPBS Tier 1 strategies) and behaviour management strategies.

Almost 90% of our students have free access to supported travel to and from school. This support assists our students' attendance. Student non- attendance is managed mostly individually as there are often many reasons for our students being absent. There are a small cohort of students whose attendance varies due to their high medical needs. In this case we work with families and GPs to support the continuation of learning if appropriate. Our Student Wellbeing Team (SWT) has the responsibility of addressing non attendance. One of the strategies SWT uses is to work closely with the family and provide added supports such as temporarily reducing hours, attendance on days for highly motivating activities. The SWT then builds on this success and work towards full attendance.

**Wellbeing**

At BVS we have continued to have a SWT who meet weekly to address any student wellbeing issues especial during the time of remote learning. SWT has its own discrete roles and responsibilities and has representatives from both learning communities, therapy and are led by a Leading Teacher. Professional learning is developed and delivered , staff make referrals for support with students, resources are developed and policy and other compliance documents are managed. Issues that the SWT addressed was non attendance (see engagement), provision for students on Out of Home Care (OoHC), developed and oversaw the Koorie program, key family check ins etc. During remote learning every teacher would make contact with their student and families to check in on them and during that time and the rest of the school year we delivered resources to key families and distributed food parcels donated to the school.

At BVS we currently have 11 students in out of home care. These placements consist of students living in residential care, kinship care and with carers. In 2020 we continued to support these students by attending care team meetings and supporting students understanding of their changed circumstances. We have a school wellbeing officer that also supports these students.

In 2020 we worked with our Koorie students of all ages to develop a strong identity within our school. The expectations of teachers was that everybody reflects Koorie Perspectives in their weekly planning. Some Professional Learning

Communities chose to plan and undertake a unit on Koorie Culture and many other groups incorporated dreamtime stories, aboriginal art and music into their curriculum. As part of literacy programs several groups developed their own acknowledgement of country which is now integrated into their morning circle each day. On a whole school level a student led acknowledgement to country is now a part of our weekly whole school assembly. We continue to celebrate Reconciliation Week, NAIDOC Week and Sorry Day and this year the whole school participated in a sea of hands activity that was provided to us by our KESO worker and was displayed in our hall. Photos of these celebrations were also uploaded to our social media to share with families and wider communities. Three new flagpoles have been purchased and installed at the front of the school and each day a senior student takes responsibility to raise the three flags. We have also purchased some cultural resources and created some dedicated learning spaces both inside and out. These spaces have grass mats, instruments, puzzles, games and cushions.

In 2020 health and wellbeing supports were prioritised for staff due to the unique impact of COVID 19. We established a phone tree and key staff were given responsibility for checking in with them weekly during remote learning, we provided access to professional learning from home, we reduced attendance hours so that staff could support their families as well and prioritised work load.

### **Financial performance and position**

In 2020 at BVS we ended the year in a small surplus. Committed fund that we carried forward into 2020 was \$111,602. These funds included special schools inclusive program, playground development and Teamworx program. Other sources of funding we received were equity funding, fundraising, donations, interest and trading operations. Funding received through Advance allowed our students 15 years and older to participate in various community programs including the Bridge Award, and specialist art programs. We continued our Team Canteen and Team Catering at BVS utilising an ES staff member to train some of our senior students in food handling, preparation and delivery. Our Equity funding was spent on embedding our BVS Literacy Framework providing additional resources, professional learning opportunities, planning days and coaching. Our fundraising and successful grant applications went towards the development of our school playgrounds. Our annual contractors are Supagas, Cleanaway, McCaskill mowing, Viatek and Waratah Cleaning services. In Term 1 our capital works program concluded. This involved upgrading the Administration area, asphaltting the bus bay, painting and notice boards in our hallways, a green room, an exercise gym and more storage.

**For more detailed information regarding our school please visit our website at**  
[www.barwonss.vic.edu.au](http://www.barwonss.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.

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 192 students were enrolled at this school in 2020, 62 female and 130 male.

5 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

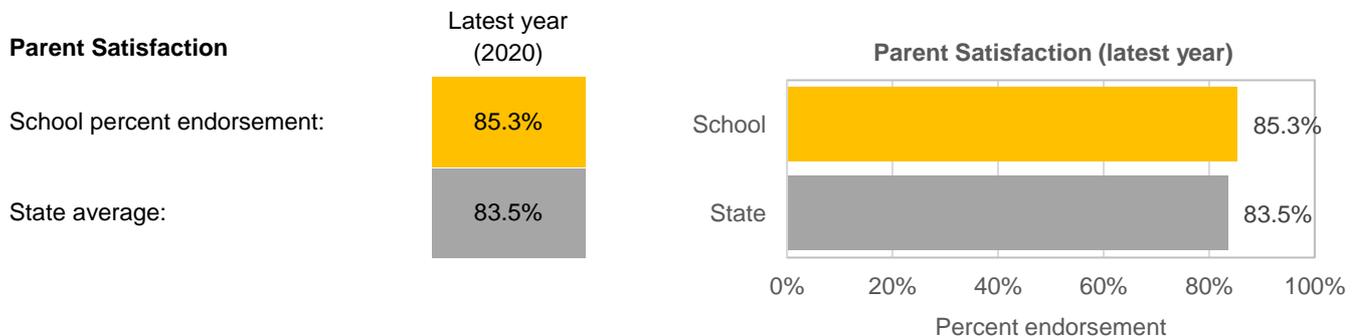
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

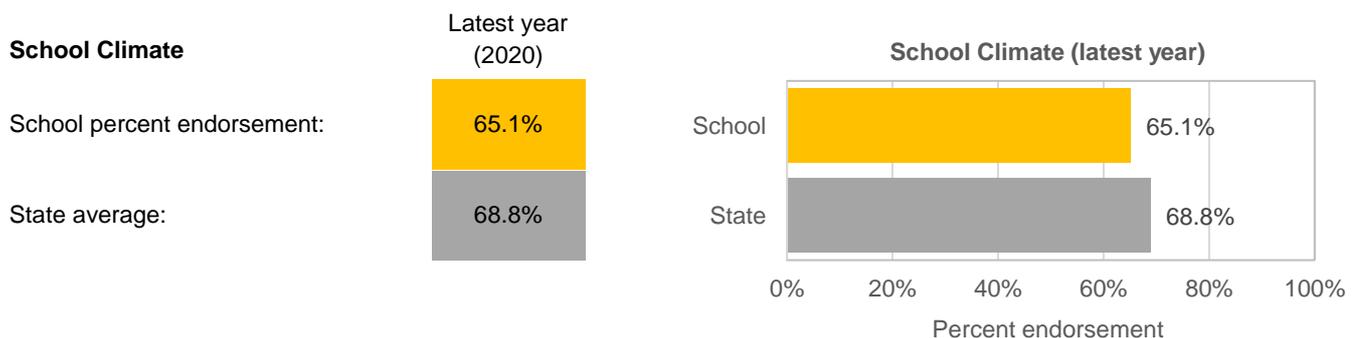


### School Staff Survey

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

Percent 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.



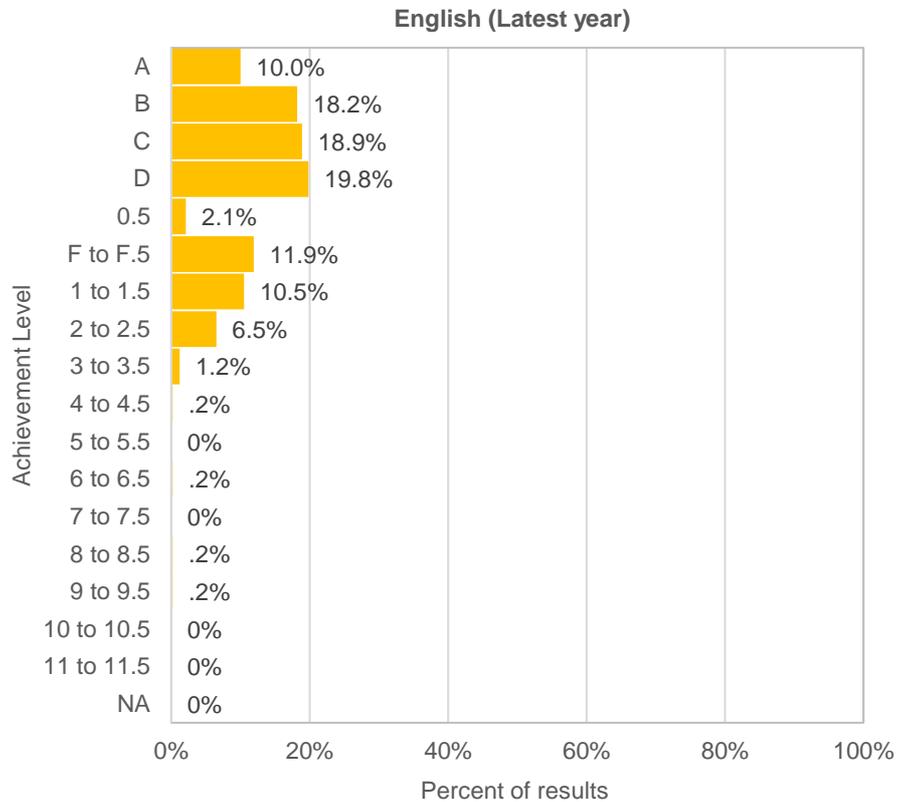
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

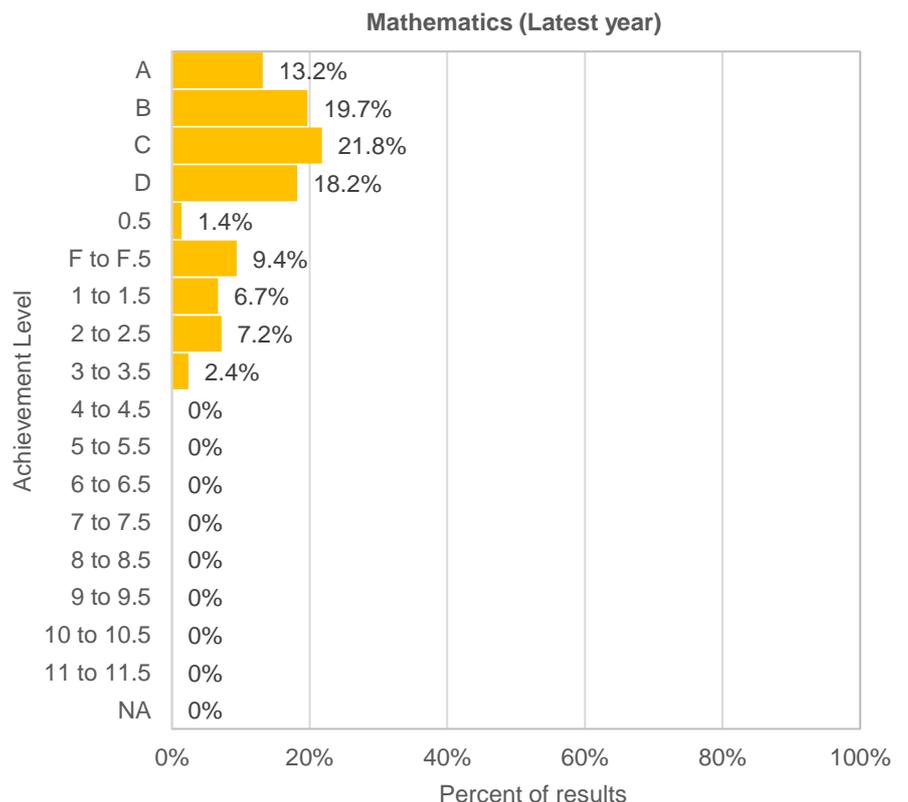
#### English

Achievement Level	Latest year (2020)
A	10.0%
B	18.2%
C	18.9%
D	19.8%
0.5	2.1%
F to F.5	11.9%
1 to 1.5	10.5%
2 to 2.5	6.5%
3 to 3.5	1.2%
4 to 4.5	0.2%
5 to 5.5	NDA
6 to 6.5	0.2%
7 to 7.5	NDA
8 to 8.5	0.2%
9 to 9.5	0.2%
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	13.2%
B	19.7%
C	21.8%
D	18.2%
0.5	1.4%
F to F.5	9.4%
1 to 1.5	6.7%
2 to 2.5	7.2%
3 to 3.5	2.4%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## 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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	21.2	23.1	24.2	28.0	24.0

### 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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	NDA	NDP	NDP	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,830,465
Government Provided DET Grants	\$1,081,516
Government Grants Commonwealth	\$64,581
Government Grants State	NDA
Revenue Other	\$20,654
Locally Raised Funds	\$94,529
Capital Grants	\$141,466
<b>Total Operating Revenue</b>	<b>\$10,233,210</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$104,878
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$104,878</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,532,253
Adjustments	NDA
Books & Publications	\$250
Camps/Excursions/Activities	\$3,376
Communication Costs	\$8,648
Consumables	\$59,435
Miscellaneous Expense <sup>3</sup>	\$43,511
Professional Development	\$14,094
Equipment/Maintenance/Hire	\$65,060
Property Services	\$226,195
Salaries & Allowances <sup>4</sup>	\$346,375
Support Services	\$63,861
Trading & Fundraising	\$9,029
Motor Vehicle Expenses	\$8,590
Travel & Subsistence	NDA
Utilities	\$84,461
<b>Total Operating Expenditure</b>	<b>\$9,465,138</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$626,606</b>
<b>Asset Acquisitions</b>	<b>\$25,851</b>

- (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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$403,907
Official Account	\$30,546
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$434,453</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$147,399
Other Recurrent Expenditure	\$123
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$67,898
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$171,023
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$406,443</b>

*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.*