

2023 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 \(VIT\)](#)
- 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 19 March 2024 at 09:55 AM by Anne Hume (Principal)

- This 2023 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 21 March 2024 at 09:41 AM by Don Shields (School Council President)

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Located in Belmont, Geelong, Barwon Valley School (BVS) is a state Special Developmental School (SDS) with an eligibility criteria IQ below 50. Some students have additional disabilities such as physical and sensory impairments, while others have a diagnosis of Autism. The school caters to 161 students aged 5 to 18, most of whom access Department of Education and Training (DET) travel assistance. BVS has a diverse staffing profile with 79.6 FTE, including teachers, education support staff, physiotherapists, occupational therapists, speech pathologists, a nurse, an IT technician, wellbeing supports and a maintenance manager. The school is currently undergoing stage 2 capital works where more classrooms, therapy hub, workshop and gym are being built. The school's organisational structure includes a Junior Learning Community with 9 class groups and a Senior Learning Community with 11 class groups including 4 Barwon Valley Achievement Certificate (BVAC) groups, each with a minimum of one teacher and one Education Support Staff (ES). Specialist rooms at the school include 2 regulation rooms, a fitness gym, and an Aquatic Learning Centre (ALC), which provides hydrotherapy or swimming lessons to students. Unfortunately, the ALC is currently non-operational while the school waits for funding for repairs. All students at BVS are taught the Victorian Curriculum, 8 learning areas, and 4 capabilities appropriate to their development level. Teachers explicitly teach 3 English and 2-3 math lessons weekly, and other curriculum areas taught include science, arts, humanities, Health and PE, assessed in line with DET reporting guidelines. Students at BVS have an Individual Education Plan that focuses on Speaking & Listening/Communication, Numeracy and the Personal and Social Capability. The school offers the BVAC program for students in their last 2 years of school, which includes internal and external work experience, attaining levels within the BVS Active Citizen Awards, and completing modules of the South Pacific Education Course (SPEC). BVS prioritizes the involvement of families in its school community, including membership of the school council, celebration days, SSGs, transition supports, and regular communication channels such as daily diaries, Seesaw, and social media.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school has dedicated significant efforts to enhance student learning outcomes in Numeracy and Literacy. The curriculum team, along with our Numeracy Leader, has conducted thorough investigations and trials of various programs. Additionally, they have actively engaged in professional development with other schools and conducted audits of Numeracy resources. As a result, a comprehensive Scope and Sequence in Numeracy has been developed (BVS Numeracy Framework), and Individual Learning Plans now incorporate targeted Numeracy goals across the three key strands: Number & Algebra, Measurement and Geometry, and Statistics & Probability.

Professional Learning Communities (PLCs) are actively involved in collaboratively planning units of work, focusing on the three identified curriculum strands. Moreover, Classroom Planners have been updated to include differentiation and individualized adjustments to support students with Disability Inclusion Profiles. Teachers have diligently collected and analysed PLC data to identify areas of improvement in student learning. This data-driven approach has informed PLC inquiry cycles, enhancing staff capacity to utilize data effectively in planning targeted teaching strategies.

The implementation of the Learning Specialist-coaching model has significantly supported teachers in delivering the BVS Literacy and Numeracy Frameworks. Furthermore, identified students requiring intervention and extension are receiving support from tutors proficient in Augmentative and Alternative Communication (AAC).

Learning Specialists have continued to embed the coaching model, facilitating better access to the curriculum for students through a wide range of communication devices. Tutors remain steadfast in supporting teachers with the implementation of learning programs and the use of AAC to aid student learning. Collaboratively, the Curriculum team and Speech team have developed resources and provided professional development opportunities for teachers utilizing communication devices to enhance learning in Numeracy.

The school has embraced the Marrung Vision schoolwide, aligning with the Aboriginal Education Plan 2016-2026, and has developed strategies for its implementation:

- Implementation of the Early Years Koorie Literacy and Numeracy program, funded by the department, aimed at improving literacy and numeracy outcomes for primary-aged Koorie students. As part of this initiative, Koorie students have developed a BVS Acknowledgement to Country.
- Inclusion of a Marrung representative on the Curriculum team to ensure the representation of indigenous students in curriculum delivery.
- Establishment of a Marrung team led by volunteer teachers and Education Support staff to foster cultural pride and connection throughout the entire school community. This team organizes events such as Naidoc week, Reconciliation Day,

and liaises with Department Koorie educators and KESO Koorie engagement support officers, coordinating whole-school activities and resource development.

- Provision of staff professional learning opportunities focused on connecting country to curriculum and personalized acknowledgment to country.
- Collaboration with St Joseph's Flexible Learning Centre and Surfcoast Secondary College to create a yarning circle, promoting cultural exchange and understanding.

Wellbeing

Our wellbeing team supports families as we believe it is crucial for fostering healthy communities, as it provides stability and nurtures the well-being of individuals. By offering resources, guidance, and encouragement, we empower families to thrive and create a strong foundation for future generations. One of our new initiatives that we started in 2023 was our Parent Chit Chat Group which our Wellbeing Officer hosts every 2 weeks. This program allows our parents/carers to support each other, share information and provides a safe space for judgment free communication.

In 2023, our team conducted professional development sessions for the ES staff on the School Support Group (SSG) Day, focusing on the implementation of the new Child Safe Standards. Additionally, we developed a social story and activities for all classrooms to educate our students about the Child Safe Standards, empowering them with knowledge about their rights and fostering a safer learning environment.

The Wellbeing Team continued to trial Compass Pulse to track student wellbeing data and the cross over data relating to student engagement. This allowed us to follow up and support students and their families. We shared and analysed the results with staff once this had been done.

We employed a new Mental Health Wellbeing Leader (MHWL) in the junior learning community. The MHWL is a qualified teacher who works to implement a whole-school approach to mental health and wellbeing for students, staff, and families based on a broad knowledge of the needs of the school community. This includes: building the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in the classroom supporting the school to create clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention coordinating targeted mental health support for students by working with regional staff, school wellbeing and leadership teams, teachers, parents/carers, and external agencies.

Through the mental health toolkit, we funded the purchase of a wellbeing dog, Bali. Selected wellbeing staff have completed the training through Dogs Connect. Dogs Connect helps introduce wellbeing dogs into school settings. They worked with our community to develop programs to integrate Bali in a sustainable way. There is increasing scientific evidence that demonstrates dogs can reduce stress and anxiety and decrease someone's heart rate. At BVS Bali's role is to help with emotional regulation, social connection and communication.

The Wellbeing Team orchestrated numerous special days celebrated throughout the year, including R U OK Day, World Down Syndrome Day, Epilepsy Day, and Autism Day. These occasions were marked with whole-school events and engaging activities, fostering awareness, support, and inclusivity within the school community.

Engagement

The Engagement team completed the Classroom System PD in term 4, through the Victorian SWPBS coaching initiative. This training was delivered as a blended learning platform, with the team undertaking professional readings and videos, online modules and a professional practice day delivered by the Victorian SWPBS coaches. Through the Blended PD, the team have increased their understanding of the SWPBS Classroom Systems framework to plan, implement and embed strategies across the school. The team have completed the planning phase of the Classroom Systems framework, through the development of the Action Plan. The Engagement team have provided staff with an introduction to the Classroom Systems framework at an allocated staff meeting, in term 4. The Engagement team have reviewed the Classroom System SAS (Self-Assessment Survey) to identifying practises already in place and the priorities for improvement across the school community. The Classroom Systems Action Plan, will guide the work undertaken by the SWET team in 2024.

The (SAS) was undertaken and completed in Term 3, by 80% of staff. The results from the classroom system were 76% which indicated that Classroom System is in place across the school. The SAS identified the follow areas for improvement including 'Problem behaviours receive with consistent consequences' with only 53% of staff identifying that this is in place and 'Students experience high rates of academic success (=75% correct)' with only 40% of staff identifying that this is in place. This data was used to support the plan phase of the Classroom Systems Action Plan.

The Engagement team also audited the SWPBS framework at both a teacher and ES meeting. The data indicated the teachers and ES staff had a good understanding of the tier 1 strategies that are in place across the school. The audit provided a platform to review these strategies and to build on and improve the effectiveness of these interventions across the school. The 'Acknowledgement System' - good ones and go shop was highlighted as an area of improvement with a focus on rewards that the students could work towards and sustainability. Work undertaken included:

- Replacing paper book coupons with sustainable and reusable plastic 'Good One' tokens
- Reviewing items in the Go Shop to ensure items that they were age appropriate and reflected student voice. This was achieved through the Student Council providing feedback and suggestions.
- Incorporating more social options within the Go Shop, that included eating lunch with a selected staff member. This was to reflect the schools ongoing commitment and implementation of the Berry Street Education Model (BSEM) with a focus on the Relationship domain.
- Improving the accessibility to the Go Shop by creating a trolley that class groups could use within their classroom.
- Reaching out to organisations to sponsor the Go Shop.
- Providing a budget to the Go Shop to ensure items were motivating.

Financial performance

In 2023 at BVS we ended the year with a surplus. The cash surplus, for example, included canteen, IT and Team Industry funds. Sources of funding we received through our SRP included equity funding, student mental health support funding, active schools and Tier 2 funding. Further funding amounts we received through fundraising, donations from several local rotary clubs, trivia night, interest and trading operations. Funding received through Advance again allowed our students 15 years and older to participate in various community programs including the BVS Active Citizens award, and specialist art and music programs. We continued our Team Industries, -Team Hort, Team Create, Team Eats and Team media. We utilised ES staff members to train some of our senior students in food handling, market gardening, preparation and delivery. They sold their products to staff and wider school community. Our Equity funding was spent on further embedding our BVS Literacy and Numeracy Frameworks providing additional resources, professional learning opportunities, planning days and coaching. Our fundraising and successful grant applications went towards the purchasing of IT equipment. Our annual contractors are Supagas, Easywaste, McCaskill mowing, MicrotechDPS and Waratah Cleaning services.

For more detailed information regarding our school please visit our website at
www.barwonvalleyss.vic.gov.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 158 students were enrolled at this school in 2023, 49 female and 109 male.

3 percent of students had English as an additional language and 6 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).

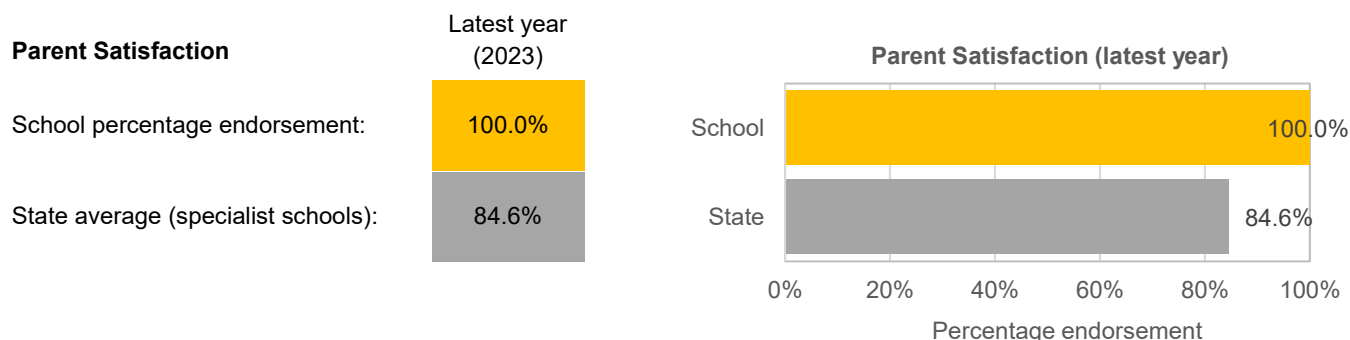
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

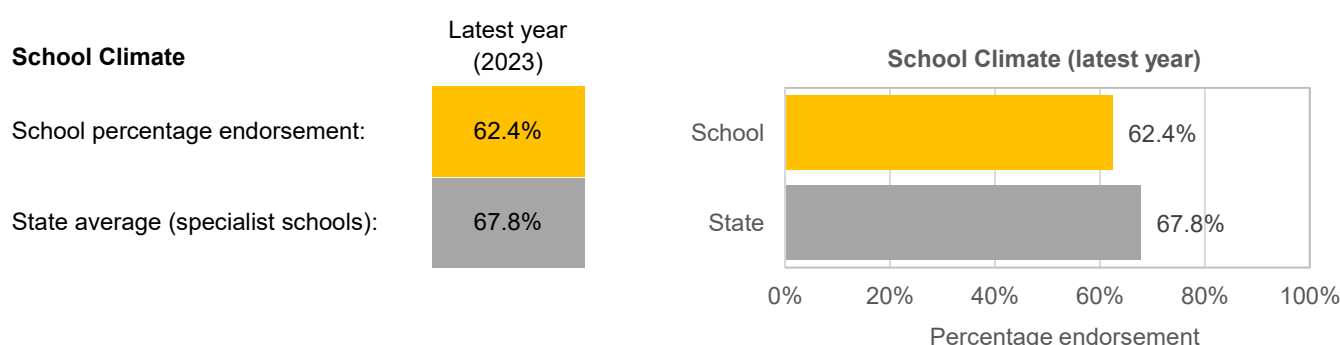


School Staff Survey

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.



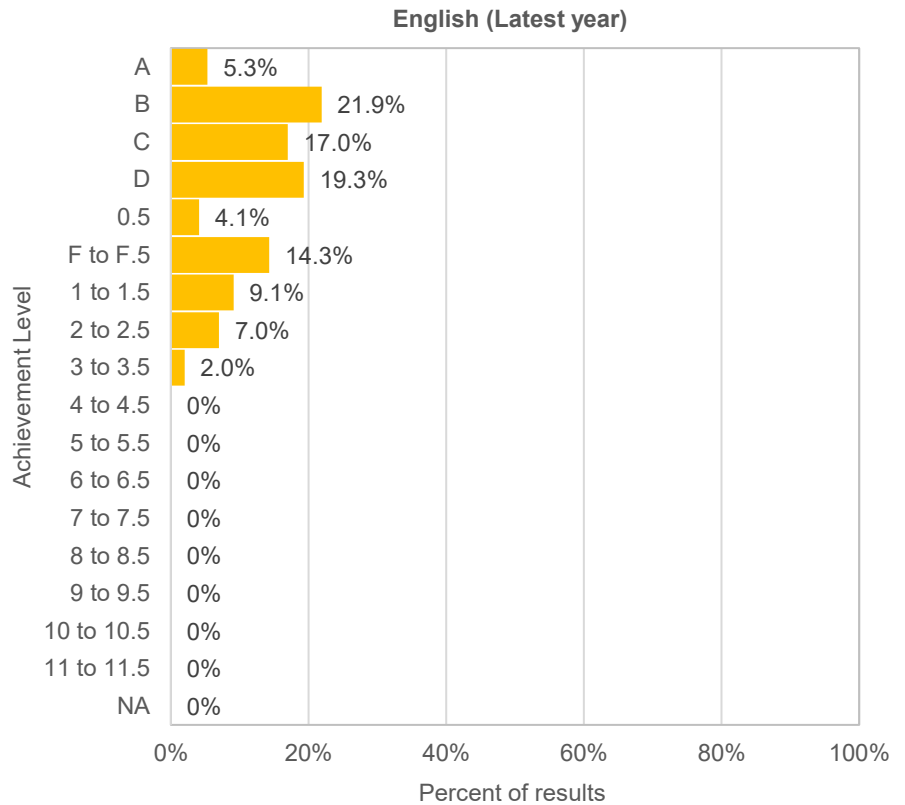
LEARNING

Teacher Judgement of student achievement

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

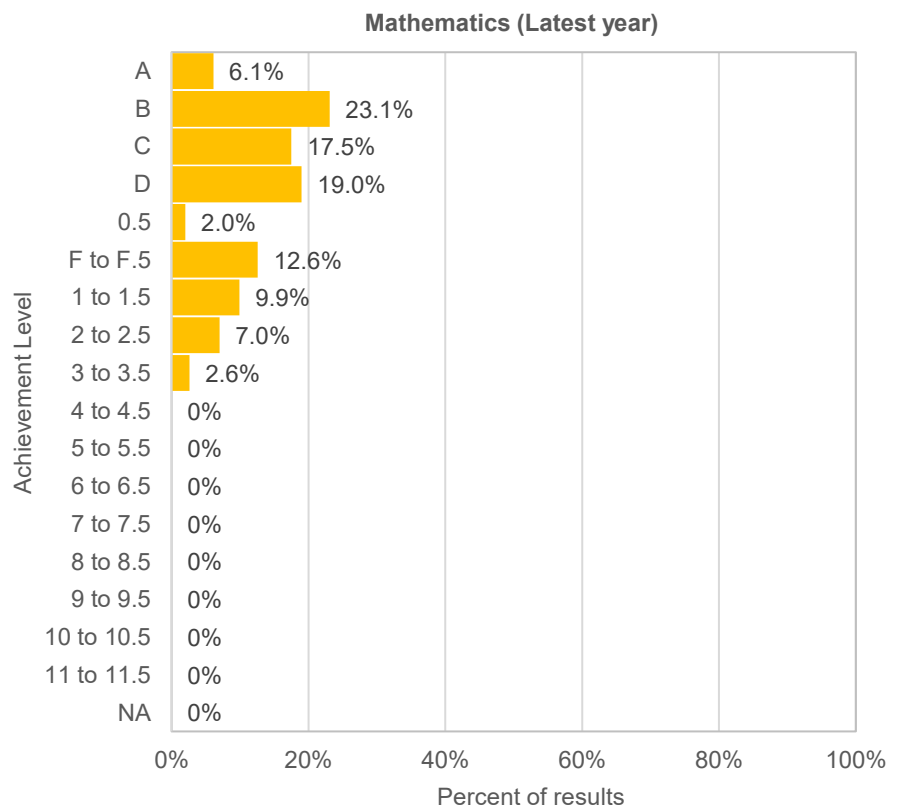
English

Achievement Level	Latest year (2023)
A	5.3%
B	21.9%
C	17.0%
D	19.3%
0.5	4.1%
F to F.5	14.3%
1 to 1.5	9.1%
2 to 2.5	7.0%
3 to 3.5	2.0%
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



Mathematics

Achievement Level	Latest year (2023)
A	6.1%
B	23.1%
C	17.5%
D	19.0%
0.5	2.0%
F to F.5	12.6%
1 to 1.5	9.9%
2 to 2.5	7.0%
3 to 3.5	2.6%
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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	28.0	23.3	39.3	37.7	31.8

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	NDP	NDP	90.9%	93.3%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$8,999,788
Government Provided DET Grants	\$1,591,801
Government Grants Commonwealth	\$19,831
Government Grants State	\$0
Revenue Other	\$139,044
Locally Raised Funds	\$109,269
Capital Grants	\$0
Total Operating Revenue	\$10,859,733

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,260
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$67,260

Expenditure	Actual
Student Resource Package ²	\$8,469,122
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$12,415
Communication Costs	\$6,711
Consumables	\$67,654
Miscellaneous Expense ³	\$62,154
Professional Development	\$53,966
Equipment/Maintenance/Hire	\$224,488
Property Services	\$497,257
Salaries & Allowances ⁴	\$528,491
Support Services	\$236,857
Trading & Fundraising	\$12,365
Motor Vehicle Expenses	\$4,408
Travel & Subsistence	\$0
Utilities	\$57,243
Total Operating Expenditure	\$10,233,130
Net Operating Surplus/-Deficit	\$626,603
Asset Acquisitions	\$155,059

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$502,724
Official Account	\$13,455
Other Accounts	\$0
Total Funds Available	\$516,179

Financial Commitments	Actual
Operating Reserve	\$249,540
Other Recurrent Expenditure	\$1,520
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$173,854
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	\$424,914

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.