

2024 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 01 May 2025 at 09:59 AM by Anne Hume (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 01 May 2025 at 09:59 AM by Anne Hume (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

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 156 students aged 5 to 18, most of whom access Department of Education (DE) travel assistance program. BVS has a diverse staffing profile; including teachers, education support staff, physiotherapists, occupational therapists, speech pathologists, nurses, an IT technician, wellbeing supports and a maintenance manager. This year Stage 2 capital works were completed which included a fully equipped and registered kitchen, 9 new classrooms, therapy hub, workshop, mini ball sports court and indoor rock climbing wall. We have begun to utilise some of these areas but will fully move into the space in 2025. The school's organisational structure includes a Junior Learning Community with 10 class groups and a Senior Learning Community with 11 class groups including 4 Barwon Valley Achievement Certificate (BVAC) groups (students in their last 2 years of school). Each group has a minimum of one teacher and one education support staff (ES) member with some rooms having additional support if required. In addition to the rooms added through our Stage 2 capital works we also have specialist rooms which include 2 regulation rooms, a fitness gym, and an Aquatic Learning Centre (ALC), which provides hydrotherapy or swimming lessons to students. It was so exciting this year when the repairs to our ALC were completed and we had access to a water facility on site. 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 DE 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 which includes Pathways (internal and external work experience), Best Life and Team Industries. 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

During 2024 staff engaged in Professional development (PD) to refresh their understanding of the BVS Literacy Framework, including a focus on AAC to support student access to learning. In Numeracy, staff were supported through PD sessions and the creation of instructional videos celebrating best practice teaching from across school.

We looked into Respectful Relationships and how this could be adapted to our setting, a Scope and Sequence and learning intentions were developed in preparation for its implementation. Staff participated in PD on the SoSafe! and You Can Do It! programs.

A whole-school, four-year Scope and Sequence was developed to guide curriculum delivery and ensure consistency across classrooms and ensure each area is taught over the four year band as required. BVAC created a new curriculum (Team Industries and Best Life) which focused on building life skills for students moving beyond school as well as planning tools and assessments.

Work continued in embedding Indigenous perspectives through support from our Marrung representative on the Curriculum Team.

PLCs used HIWS to guide Term 1 inquiry cycles that were focused on students settling into their classrooms at the beginning of the year, with a strong Numeracy focus in Terms 2 and 3 using the HITS. Peer observations were linked to these cycles, supporting data-informed teaching practice.

A change was made to the TLI model with teachers supporting identified students in the learning area of reading and viewing in small group settings. Tutors also modelled the implementation of Reading and Writing lessons in classrooms. Learning Specialists continued to support through coaching identified teachers.

The data for English and Maths from this Annual Report stayed relatively consistent besides indicating some movement towards more of our student cohort working in levels A-D. Due to the nature of our setting various factors could account for this minor change including the specific student cohort and use of teacher judgment to assess students against the achievement standards. The data also showed some improvements in English for students working in level 2 and 3.

Wellbeing

At Barwon Valley School, the Wellbeing Team is dedicated to supporting students and families, promoting strong, healthy communities. We offer resources and targeted programs to empower students and foster a nurturing environment. We work closely with families and have ongoing understanding of the wellbeing of others due to our communication and relationships with our school community. This allows us to support students by understanding them better and helps our families feel secure in the knowledge that their child is getting high levels of care.

In order to ensure this is carried out across the whole school, our team delivered PD for all school staff around the new Child Safe Standards and Wellbeing; creating classroom resources to help students understand their rights and responsibilities. The team consists of a Mental Health and Wellbeing Leading Teacher who promotes a whole-school approach to mental health, support teachers in identifying needs, and coordinate referrals internally and externally. The rest of the team includes a Mental Health Practitioner, Wellbeing Officer, NDIS Navigator, and school nurses—each playing a key role in delivering tailored support. Gaining an NDIS Navigator has been a highlight for the team and the school as families have benefitted greatly from their knowledge and understanding of how to get the best supports in place for their children. We use Compass Pulse to track student wellbeing and engagement, using the data to guide support and interventions. The team meet weekly to discuss concerns, ongoing plans and referrals which ensure that as a collective, they support the complex needs students and families by utilizing great experience, knowledge and networks.

In 2024, we adopted 8-Week Improvement Plans for students needing targeted wellbeing support that teachers had made referrals for. These plans outline clear goals and steps, assign roles to

staff, and include regular check-ins. Some plans extend through multiple stages, offering flexible, long-term support. Teachers supported with strategies to assist students, and each plan is reviewed before closure or progression.

A highlight has been seeing the continued work Bali, our wellbeing dog (Dogs Connect) provides to the students. Bali supports emotional regulation, social engagement, and transitions into school—helping reduce stress and encourage attendance. Bali is also used as a reward tool, reinforcing positive behaviour through our School Wide Positive Behaviour Support.

Throughout the year, we continue to offer Parent Chit Chat Group, a fortnightly session led by our Wellbeing Officer, offering safe connection for families. A further highlight was our Future Pathways expo that supports our school leavers and their families to have as much knowledge and understanding of post school options and can set up a great future for their child. And we celebrated awareness days like R U OK Day and Autism Day to promote inclusivity and wellbeing, ensuring every student feels safe, supported, and part of 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 has 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, guided 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.

The school have clear communication pathways with families where attendance is concerned. If a student is absent for 2 days in a row, we make contact and encourage attendance or follow up support from the Wellbeing Team if it is required. We have some situations where it is very difficult for families to support the transition of their child from home to school and therefore, we have some school refusers. The Wellbeing Team work with the students external therapists and families to set up plans to support this; whether it be accessing an alternative gate, using motivators, temporarily reducing time fractions and setting plans in place to increase capacity and positive engagement but also providing recommendations for extra support if it is required and offering Home Support Programs as part of our 8 Week Improvement Plans.

Financial performance

In 2024 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, interest, container deposit scheme and trading operations. Funding received through Advance and Kefford Grant again allowed our students 15 years and older to participate in various community programs including pathways (Internal and external work experience) and specialist art. 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 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.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 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 2024, 48 female and 110 male.

3 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).

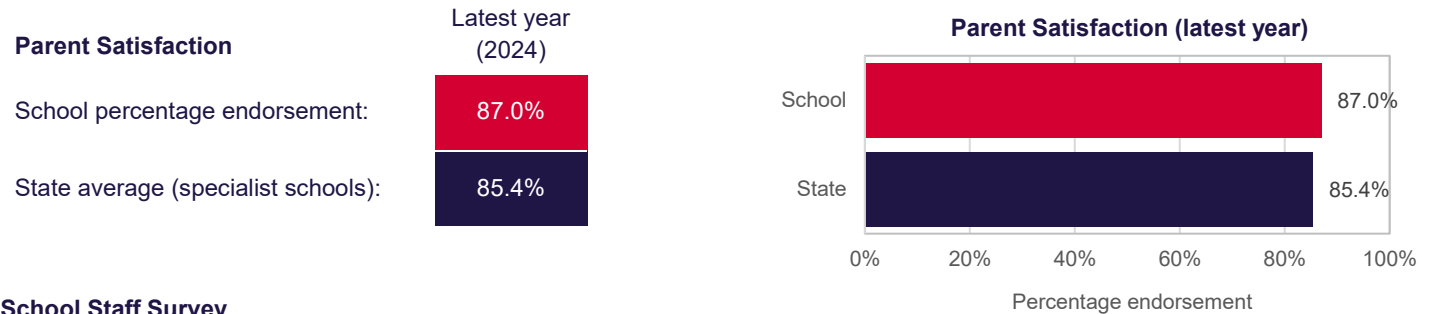
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

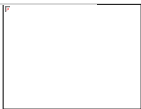
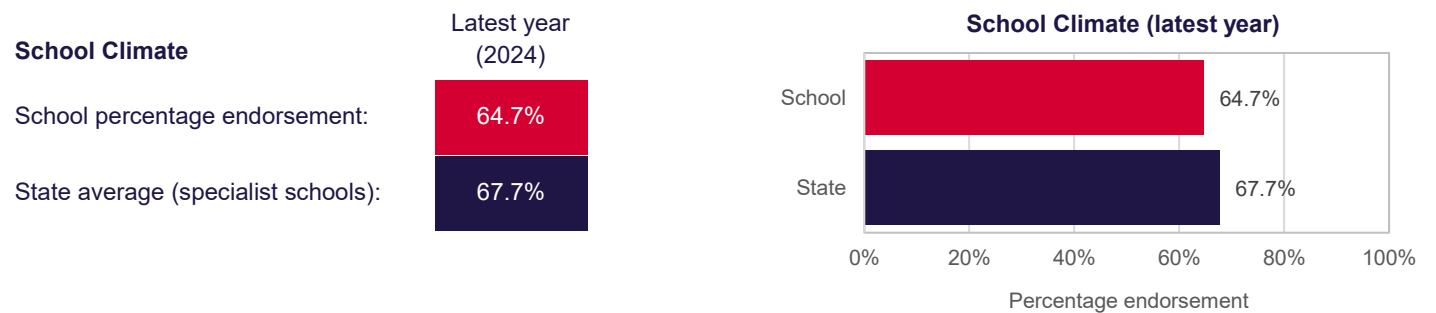


School Staff Survey

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.



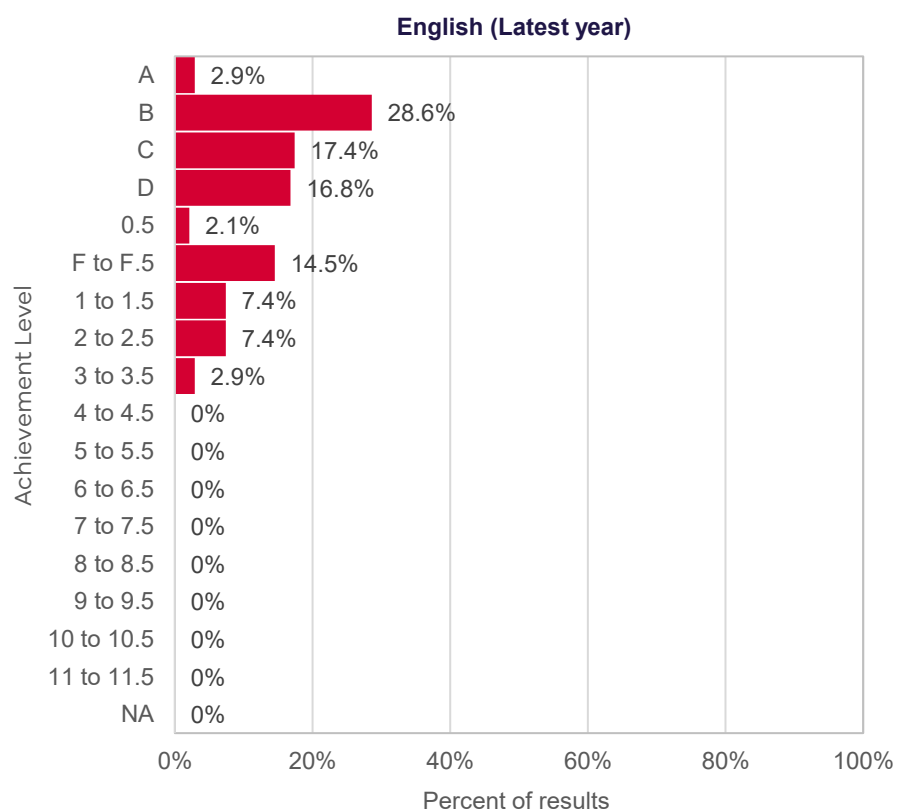
LEARNING

Teacher Judgement of student achievement

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

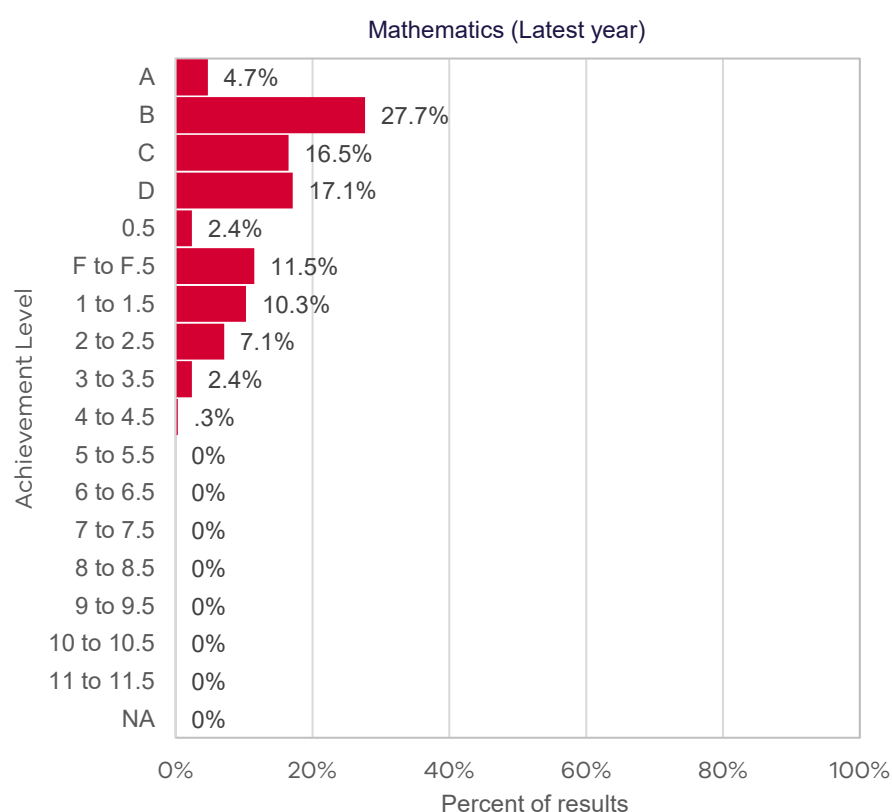
English

Achievement Level	Latest year (2024)
A	2.9%
B	28.6%
C	17.4%
D	16.8%
0.5	2.1%
F to F.5	14.5%
1 to 1.5	7.4%
2 to 2.5	7.4%
3 to 3.5	2.9%
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 (2024)
A	4.7%
B	27.7%
C	16.5%
D	17.1%
0.5	2.4%
F to F.5	11.5%
1 to 1.5	10.3%
2 to 2.5	7.1%
3 to 3.5	2.4%
4 to 4.5	0.3%
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.

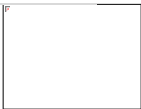
Student Absence	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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:	NDP	NDP	90.9%	100.0%	97.0%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,256,433
Government Provided DET Grants	\$1,725,352
Government Grants Commonwealth	\$104,085
Government Grants State	\$0
Revenue Other	\$247,697
Locally Raised Funds	\$106,259
Capital Grants	\$0
Total Operating Revenue	\$11,439,827

Equity ¹	Actual
Equity (Social Disadvantage)	\$65,536
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$65,536

Expenditure	Actual
Student Resource Package ²	\$8,546,170
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$17,717
Communication Costs	\$7,924
Consumables	\$119,473
Miscellaneous Expense ³	\$60,146
Professional Development	\$42,427
Equipment/Maintenance/Hire	\$124,479
Property Services	\$480,403
Salaries & Allowances ⁴	\$706,311
Support Services	\$214,943
Trading & Fundraising	\$14,074
Motor Vehicle Expenses	\$4,519
Travel & Subsistence	\$0
Utilities	\$109,910
Total Operating Expenditure	\$10,448,497
Net Operating Surplus/-Deficit	\$991,329
Asset Acquisitions	\$123,602

- (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	\$719,775
Official Account	\$43,300
Other Accounts	\$0
Total Funds Available	\$763,075

Financial Commitments	Actual
Operating Reserve	\$317,689
Other Recurrent Expenditure	\$39,637
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$294,141
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	\$651,467

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.