

# 2017 Annual Report to the School Community



School Name: Barwon Valley School

School Number: 5368

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Barwon Valley School is a Special Developmental School located in Belmont, Geelong. Our eligibility criterion is for students who have an intellectual disability, with an IQ below 50. In 2017, our school had 222 students and a workforce of 46 teachers, 61 Education Support staff and 13 Therapists. Many of our students also have additional disabilities, including autism, physical impairments and ADHD. Our students reside in a wide geographical area that includes Bannockburn, the Bellarine Peninsula, Aireys Inlet, and Lara.

Students may be eligible for support with travel assistance, either by travelling on contract buses or through conveyance allowance if they come by car.

Our students are aged from 5 to 18 years, with 12 Junior and 15 Senior Learning Community classes. This year we continued with our inclusion programs with 11 of our Junior students attending a program based at Oberon South Primary School, while 21 of our Senior students continued at Oberon High.

In 2017, our school was involved in a School-based Apprenticeship and Traineeship (SbAT) program for the first time through local charity, Second Bite. SbATs were introduced as a distinct pathway within Vocational Education and Training in Schools (VET). This was very exciting for our school and the students involved as SbAT programs allow students to commence an apprenticeship or traineeship while still at school and combine paid part-time work with training and schooling, as well as providing a nationally accredited qualification. Unfortunately, the business moved its base from Geelong to Melbourne at the end of the year so we won't be able to continue this partnership. We are however, hopeful that we might find similar opportunities for our students in the near future.

In 2017 staff were introduced to the Wellbeing Toolkit. The two key aims of this program are:

1. To enable all staff to take a proactive approach to their own health and wellbeing and develop the mind
2. To provide professional communities with a framework to more effectively support each other's health and wellbeing and build social capital.

Staff are working through the modules at a self-paced rate.

As a South Pacific Education Course (SPEC) School of Excellence, we have continued to offer SPEC modules to our students aged 15 years and over. We are fortunate to have an Aquatic Learning Program which all students access either through the learn to swim programs or aquatic physiotherapy.

Students continue to be at the centre of their learning, actively contributing ideas about their goals and being supported to be responsible for their own learning. Our Teaching Beliefs continue to underpin our teaching and peer observation protocols were implemented for all staff to support professional practice.

### Framework for Improving Student Outcomes (FISO)

BVS has fully embraced the FISO since its introduction by the DET. FISO provides a common language for school improvement and has become a valuable tool for us to frame and align our daily work. We ensure that we refer to it at every meeting, we have labelled folders, posters, meeting agendas with its visuals and use it in discussions with the wider school community. As a result, staff have reported that they now have a clearer understanding of the big picture, of where we are heading and what we are trying to achieve, from our Strategic Plan, down to the work they're undertaking in the classroom. FISO has presented a clear organizational vision and inspired staff to work towards this vision through collaborating with colleagues, understanding the needs of the School Improvement Team, and helping students reach their potential, all of which contribute to better student outcomes for BVS.

In 2017 our AIP targets were from the FISO areas of Excellence in Teaching and Learning:

- Develop a robust approach to reviewing the English and Maths curriculum and monitoring and reporting on student progress.
- Building teacher capacity and shared responsibility through the development of the new PLC model

And Positive Climate for Learning:

- Supporting staff to support students at risk of disengagement through a time of change.
- Implementing the 'BODY' domain of the Berry Street Educational Model and introducing the Zones of Regulation.

These priority areas were decided on after our SSP Review which was held belatedly in February and built on from our work in the previous SSP.



## Achievement

In 2017, in the area of Building Practice Excellence, we continued to embed a culture of sharing and responsibility for supporting all student-learning outcomes by continuing the use of feedback from peers and school leaders as a tool to improve teaching practice.

We restructured our Professional Learning Community (PLC) Model based on the work of John DeFour (What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?). This enabled aspiring middle leaders to gain their first Leadership position and they were supported throughout the year with PL from Julie Chandler, a consultant, and the School Leadership Team. The PLC focus was on collaboration in program planning, teaching resources and assessment tasks. Using data walls for the first time enabled us to see the wide scope of curriculum levels that our students are working within, the wide variation between curriculum areas for each student and track achievement individually and in various student cohorts

With so much emphasis on curriculum and planning, we released our Curriculum Leader from class 1 day per week to support our new PLC Leaders and to develop curriculum, planning, and pedagogy documents. These reflect both Hattie's Big 4 and e5, important elements to our teaching at BVS. This has resulted in consistent expectations across the school in terms of planning and documentation. This in turn supports our PLC model that we are developing and our CRT staff.

Staff undertook extensive Professional Learning on Victorian Curriculum English and Maths so that they became familiar with the structure, content and Achievement Standards in these areas. This work is ongoing.

As we work towards teaching a mandated wider curriculum, we reduced the number of ILP goals to 3. Every student now has a goal in Literacy, Maths and the Personal and Social Capability, crucial skills to develop for post-school life. School report formats were adjusted to allow for mandated reporting in other curriculum areas and uploading student achievement data to DET. Students with a Behaviour Support Plan continue to have explicit teaching of replacement behaviours as a part of their program and staff in the Student Engagement Team meet regularly with teachers to support them in this area. They also give PL to whole school staff.

Moderation in the ABLES areas of Speaking and Listening and Reading and Viewing was undertaken so that staff had a common understanding of what each question was asking. This work will ensure that student achievement data is valid and consistent across the school and will mean that staff are working within each child's zone of proximation in these areas, their learning goals being relevant and appropriate to their needs.

As a part of our work on student outcomes data, members of the Leadership Team undertook PL in Accelerus, our reporting software. We have Student Engagement Team up formulas to complete analyses on various Student Engagement Teams of data that we have begun to use to inform both next steps in teaching and planning.

## Engagement

Under the FISO area of Positive Climate for Learning, we implemented the Body domain of the Berry Street Educational Model, a trauma informed engagement program developed to help engage the most challenging of students. We also introduced the Zones of Regulation as a self-management tool for our students. Both of these programs sit within the Tier 1 level of our Positive Behaviour Support Pyramid as research-informed school wide tools to help support our students to achieve their potential. Several members of staff have undertaken training in these areas and are leading the implementation of the program through the Student Engagement and Student Wellbeing Teams. Feedback has been positive with many students already able to communicate which 'zone' they are operating in at any given moment and knowing some tools that help them get back down to the optimal green zone. Having a common language to use that is understood by the school and wider community is one of the most successful parts of the Zones Program evidenced to date. The Body domain of the Berry St Educational Model links very closely to this, staff have become more trauma informed as a result of learning in this area, being able to identify both causes of behaviour and distress, interventions appropriate to each student and an understanding of the physical effects of trauma on the body.

A Leading Teacher has responsibility, along with the Student Wellbeing Team, in providing appropriate supports for our Koorie students and those in out of home care. Several staff members have undertaken training and we liaise with the Lookout Educational Support Centre in our area.



## Wellbeing

2017 was a time of change in special education in the Geelong region with the building of 2 new special schools. As a school community, we supported families to make informed decisions about the future placement of their children by liaising closely with the Principals of the new schools to share information and gain answers to questions that our families were asking. We facilitated several meetings at BVS and hosted staff from the new schools to meet their future students. Hamlyn Views has not impacted BVS in terms of student numbers as much as we at first anticipated with only 5 students so far moving to the new school. It will continue to affect student numbers slowly as prep students will enrol each year in the school that is closest to home.

Under the FISO area of Positive Climate for Learning, we established a 'Wellbeing Room' as a space where groups and individuals could go to practice the mindful and self-regulation skills that we have been working on with students over the past few years. The room was resourced with audio/visual, relaxation and yoga equipment and has been a fantastic space well used by the school community.

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 Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 222 students were enrolled at this school in 2017, 75 female and 147 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p>No Data Available</p> <hr/> <p><b>Results: Mathematics</b></p> <p>No Data Available</p>



## Performance Summary

Engagement	Student Outcomes																	
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>23.8</td> <td>23.9</td> <td>22.6</td> <td>21.3</td> <td>22.9</td> </tr> </tbody> </table>						Year	2014	2015	2016	2017	4-year average	Average absence days	23.8	23.9	22.6	21.3	22.9
Year	2014	2015	2016	2017	4-year average													
Average absence days	23.8	23.9	22.6	21.3	22.9													
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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# How to read the Annual Report

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

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

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 reports on data in key areas:

### Achievement

Student achievements in :

- English and Mathematics

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## What is the meaning of '*Data not available*'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## Towards Foundation Level Victorian Curriculum

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.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,872,051	High Yield Investment Account	\$206,011
Government Provided DET Grants	\$1,349,854	Official Account	\$35,162
Government Grants Commonwealth	\$183,131	Other Accounts	\$65,766
Revenue Other	\$15,541	<b>Total Funds Available</b>	<b>\$306,940</b>
Locally Raised Funds	\$110,428		
<b>Total Operating Revenue</b>	<b>\$9,531,005</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$60,398		
<b>Equity Total</b>	<b>\$60,398</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,839,876	Operating Reserve	\$119,962
Books & Publications	\$414	Maintenance - Buildings/Grounds incl SMS<12 months	\$186,978
Communication Costs	\$26,114	<b>Total Financial Commitments</b>	<b>\$306,940</b>
Consumables	\$102,500		
Miscellaneous Expense <sup>3</sup>	\$270,222		
Professional Development	\$46,516		
Property and Equipment Services	\$426,453		
Salaries & Allowances <sup>4</sup>	\$459,599		
Trading & Fundraising	\$20,859		
Travel & Subsistence	\$6,205		
Utilities	\$79,021		
<b>Total Operating Expenditure</b>	<b>\$9,277,779</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$253,226</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

Barwon Valley School received grants from the Department of Health and Human Services which contributed to the employment of casual relief Teachers and Education Support Staff. 'Sporting Schools' Program continued, which contributed to our physical education and sports skills programs for our students. 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 canteen program at BVS utilising an ES staff member to run the program with support from some of our senior students.

This year we continued work on our whole school playground development which is now well underway. We received an Inclusive Schools Grant which allowed us to purchase and install swings and a wheelchair trampoline for our senior students. Fundraising also went towards supporting our playground development. This year we received a Kefford grant which was used to support the



employment of casual ESs to support our internal work experience programs e.g. bike maintenance. Equity Funding went towards supporting our AIP goals in the area of English. This included undertaking professional learning, purchasing equipment including iPads and hiring a consultant.

*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.*