

# 2019 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 2019 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 25 March 2020 at 09:54 AM by Anne Hume (Principal)

The 2019 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.

To be attested by School Council President

## 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. Many of our students also have additional disabilities, including autism, physical impairments and ADHD. In 2019, our school had 219 students and a workforce of 103 (83.3). This was comprised of 41 (37.6) teachers, 48 (36.3) Education Support staff and 14 (9.4) Therapists and Health and Well being support. Our students reside in a wide geographical area that includes Bannockburn, the Bellarine Peninsula 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 20 of our Senior students continued at Oberon High.

In 2019 two of our senior students attended a student leader camp linked to the Annual PASS Conference in Lorne. The camp was attended by students from other Specialist Schools across South West Victoria with all students participating in workshops at the conference talking about their experiences of student voice in their school.

Another group of senior students collaborated with the Back to Back Theatre Company to create a short film on the topic of student voice. A screening was held at the theatre in Geelong and was well attended by the local community.

In 2019 one of our staff won the PASS Award for Specialist Teacher of the Year. This was in recognition of the great work she has done linking our students with community groups who either attend BVS to run very inclusive sporting programs or have our students attending events in their local and wider community. Through participation in one of these events in Melbourne, two of our students were spotted by talent scouts and have made it through elimination to the final state team for development and competition.

Barwon Valley's School Vision for Teaching and Learning is to be an inclusive community centred on student achievement, wellbeing and engagement. Our school values Teamwork, Respect, Fun, Dignity and Support. Students' learning is drawn from the Victorian curriculum and includes both knowledge and skills which are defined by learning areas and capabilities. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

Barwon Valley School is structured to provide Learning and Pathway Options. The Prep Program focuses on laying the foundations for effective learning by developing in each student a sense of 'school self'. The program addresses social, behavioural, communication and independence skills. The focus of the Junior Learning Community (JLC) is to develop the foundation knowledge, skills and behaviours of our students. These include understandings about themselves as individuals and as students within the classroom and wider school community. Barwon Valley School has a program at Oberon South Primary School. This program provides a cohort of students with Special Education in a Primary School Setting. The focus of the Senior Learning Community (SLC) is to provide students with a relevant secondary school education so that they transition into their future life with the skills required to be active members of their community. Barwon Valley School has a program at Oberon High School. This program provides a cohort of students with Special Education as well as a secondary school experience. Barwon Valley Achievement Certificate (BVAC) is focused on supporting our students to transition into post school options of their choice and confidently managing themselves as young adults in the wider community.

### Framework for Improving Student Outcomes (FISO)

In 2019 our AIP targets were from the FISO areas of: Excellence in Teaching and Learning:

By the end of 2019, 85% of students will have demonstrated relative learning growth in English against the 2017 baseline – Victorian Curriculum Student Achievement Standards.

Building Teacher Capacity:

By the end of 2019 increase the School Climate (academic evidence) score as measured by the Staff Opinion Survey from 65.12 to 66.00

By the end of 2019 increase the School Climate (teacher collaboration) score as measured by the Staff Opinion Survey

from 69.36 to 71.00

Positive Climate for Learning:

By the end of 2019 increase the Staff Safety and Wellbeing score in Consultation and Participation as measured by the Staff Opinion Survey from 69.16 to 71.00

By the end of 2019 increase the Staff Safety and Wellbeing score in Build Resilience and a Resilient, Supportive Environment as measured by the Staff Opinion Survey from 67.04 to 69.00

## Achievement

Curriculum Planning and Assessment in 2019 supported further implementation and embedding of the Shared and Independent Reading blocks from the BVS Literacy Framework. Working with Words and Letters was introduced and the role of Word Walls incorporated into classroom practice. Expectations for Emergent and Conventional levels were set and ideas and support resources provided to staff.

Professional Learning around Comprehension was undertaken and a range of strategies introduced to cater for the diverse abilities of our student cohort. Visual references were made available to staff and an initiative started to allow non-verbal students to demonstrate their reading comprehension in an alternative manner.

A major focus of 2019 was the introduction of the Writing Block. With significant limitations and barriers to overcome, staff embraced the challenge of finding an 'alternate pencil' for our non-conventional writers. Evidence based research supported new learning for staff. The Gradual Release of Responsibility model (I Do, We Do, You Do) provided the basic structure for the Writing Block and authentic writing opportunities were explored within classrooms. The introduction of The Developmental Writing Scale (cross referenced and aligned with The Victorian Curriculum Achievement Standards) provided a growth continuum for staff and a platform for moderation of writing standards. Further exploration and consolidation of the Writing Block will be an integral part of the 2020 AIP targets.

## Engagement

In 2019, the Student Engagement Team (SET) continued to drive the work around student engagement in our school. We continued to implement the Zones of Regulation (Zones), as a self-management tool for our students. The focus was to align Zones of Regulation with School-Wide Positive Behaviour Support (SWPBS). This was achieved through the updating of behaviour matrices to reflect the Zones language and practices.

In 2019, 3 staff members attended the Changing the Climate Conference held in Melbourne over 2 days. The staff had the opportunity to listen to SWPBS experts from the USA and participate in workshops. Resources obtained from the PD were uploaded on the school server to support the SET team and other staff wishing to build their capacity around SWPBS.

In 2019, the Student Engagement Team (SET) was part of the Victorian School-Wide Positive Behaviour Support Initiative, which will continue into 2020. This involved team members undertaking professional learning and working with the regional coach to build their capacity to implement SWPBS successfully across the school community. The team attended 2 professional learning days and in addition, each term the team leader attended the Coordinator's meeting to build network relationships. The SWPBS coach attended BVS on 3 separate occasions to support the team to implement and progress through the Action Plan to build proficiency within the 7 essential features. The team will continue to work through the Action Plan in 2020, with the majority of the work being partially implemented.

The Student Engagement Team also led the Self-Assessment Survey (SAS) on Classroom Systems. The results identified the school priorities and will guide future Professional Learning for staff within the school. Staff indicated through this survey that they would like consistent consequences for students. The SET continue to research continuums that fit our educational setting. In 2019, a minor behaviour consequence chart was drafted, with the major behaviour chart being a work in progress. This will frame some of the work that the SET team will undertake in 2020.

In 2019, the SET team updated the school matrix, based on the need to reflect age appropriate and meaningful expectations. The rules remained the same but the behaviour expectations were updated and new visuals were created. The Behaviour matrix now consists of a Junior, Senior and BVAC matrix to reflect the learning needs and

expectations within the various learning communities. In 2020, the new behaviour matrix for the classroom and yard will be introduced and throughout the year more matrices will be released to support students with the transition between old and new expectations. A staff matrix was also created to ensure all staff are aware of the expectations within each area of the school. Staff feedback was sought during each phase of the development process of all 4 matrices, both at staff meetings and at the Student Free day.

The SET team provided Professional Learning within the school on SWPBS at staff meetings and on the Student Free day. In 2019, the SET team also presented the Zones of Regulation Professional Learning with Nelson Park as part of the Inclusion initiative.

In addition, the SET held informal drop in sessions on a weekly basis for staff who have specific students demonstrating behaviours of concern. They undertook class visits across the school and led professional learning. The SET continued to increase the focus on data collection and supported staff to analyse and interpret these data sets. Across the school, SET worked collaboratively with the class teams to implement strategies to support the student and classroom environment.

## Wellbeing

In 2019 the Wellbeing Team completed 6 of the 7 priority areas for the Healthy Schools Achievement Program. We were acknowledged as the first Special Education School in Victoria to be involved and were presented with our achievement certificate at an assembly by our State Member Christine Couzens. In 2019 the choir continued to grow and we had a performance at GPAC in August.

Our Sister school, Kardinia International College continued to visit BVS as part of a mentoring partnership. A group of KIC students will be mentoring BVS students in football, art, music and dance. In third term our students went to KIC and participated in activities there.

We hosted 2 parent information evenings. The first event was based on the social safety program we implement at Barwon Valley School called SoSAFE!. This event allowed us to inform our parents about what we will be teaching at school and share with them the visuals and language we will be using. On our second information night we had Rochelle (Sexual Health Nurse) come to speak to families/carers about puberty, masturbation and sexualised behaviours.

We completed our Student Opinion Survey online with students from grade 6 and year 9. The Department of Education have adapted the survey to be more inclusive and have provided 3 levels of differentiation which allowed a majority of our students to participate. The survey measures are based on the best available evidence about what influences student outcomes and once the surveys were completed we reviewed our data. This then informed decisions around changes that reflect student voice.

The BVS Breakfast Club continued throughout 2019 and students in classrooms across the school have had the opportunity to improve their readiness for learning by first eating some healthy breakfast foods.

The school nurses continue to monitor a number of students whose health and wellbeing are of concern. They also support classroom staff with student medical issues and emergencies.

We continued to implement the Berry Street Program into our daily practices at Barwon Valley School and we focused on Domain 2 'Relationships'. We will continue to extend staff knowledge around the importance of building relationships when working with our students.

## Financial performance and position

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 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 .

Again this year we continued to work on our whole school playground development through fundraising. We now have three new swings in our JLC yard.

In August we began our capital works program which will include 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.gov.au](http://www.barwonss.vic.gov.au)

Draft

## 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: 

### School Profile

#### Enrolment Profile

A total of 213 students were enrolled at this school in 2019, 70 female and 143 male.

6 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

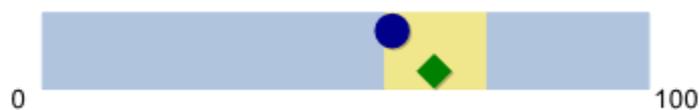
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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>	<div style="text-align: center;"> <p><b>Results: English</b></p> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>~8%</td></tr> <tr><td>B</td><td>~14%</td></tr> <tr><td>C</td><td>~22%</td></tr> <tr><td>D</td><td>~24%</td></tr> <tr><td>0.5</td><td>~4%</td></tr> <tr><td>F - F.5</td><td>~14%</td></tr> <tr><td>1 - 1.5</td><td>~7%</td></tr> <tr><td>2 - 2.5</td><td>~5%</td></tr> <tr><td>3 - 3.5</td><td>~2%</td></tr> <tr><td>4 - 4.5</td><td>~1%</td></tr> <tr><td>5 - 5.5</td><td>~0%</td></tr> <tr><td>6 - 6.5</td><td>~0%</td></tr> <tr><td>7 - 7.5</td><td>~0%</td></tr> <tr><td>8 - 8.5</td><td>~0%</td></tr> <tr><td>9 - 9.5</td><td>~0%</td></tr> <tr><td>10 - 10.5</td><td>~0%</td></tr> <tr><td>11 - 11.5</td><td>~0%</td></tr> <tr><td>NA</td><td>~0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>~10%</td></tr> <tr><td>B</td><td>~19%</td></tr> <tr><td>C</td><td>~24%</td></tr> <tr><td>D</td><td>~17%</td></tr> <tr><td>0.5</td><td>~2%</td></tr> <tr><td>F - F.5</td><td>~15%</td></tr> <tr><td>1 - 1.5</td><td>~6%</td></tr> <tr><td>2 - 2.5</td><td>~4%</td></tr> <tr><td>3 - 3.5</td><td>~1%</td></tr> <tr><td>4 - 4.5</td><td>~1%</td></tr> <tr><td>5 - 5.5</td><td>~0%</td></tr> <tr><td>6 - 6.5</td><td>~0%</td></tr> <tr><td>7 - 7.5</td><td>~0%</td></tr> <tr><td>8 - 8.5</td><td>~0%</td></tr> <tr><td>9 - 9.5</td><td>~0%</td></tr> <tr><td>10 - 10.5</td><td>~0%</td></tr> <tr><td>11 - 11.5</td><td>~0%</td></tr> <tr><td>NA</td><td>~0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	~8%	B	~14%	C	~22%	D	~24%	0.5	~4%	F - F.5	~14%	1 - 1.5	~7%	2 - 2.5	~5%	3 - 3.5	~2%	4 - 4.5	~1%	5 - 5.5	~0%	6 - 6.5	~0%	7 - 7.5	~0%	8 - 8.5	~0%	9 - 9.5	~0%	10 - 10.5	~0%	11 - 11.5	~0%	NA	~0%	Level	Percentage	A	~10%	B	~19%	C	~24%	D	~17%	0.5	~2%	F - F.5	~15%	1 - 1.5	~6%	2 - 2.5	~4%	3 - 3.5	~1%	4 - 4.5	~1%	5 - 5.5	~0%	6 - 6.5	~0%	7 - 7.5	~0%	8 - 8.5	~0%	9 - 9.5	~0%	10 - 10.5	~0%	11 - 11.5	~0%	NA	~0%
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## 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>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>22.6</td> <td>21.3</td> <td>23.2</td> <td>24.1</td> <td>22.8</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	22.6	21.3	23.2	24.1	22.8
Year	2016	2017	2018	2019	4-year average								
Average absence days	22.6	21.3	23.2	24.1	22.8								
<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>2016</th> <th>2017</th> <th>2018</th> <th>2019</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>ND</td> <td>ND</td> <td>100.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	100.0	100.0	ND	ND	100.0
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## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

### Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$8,815,515
Government Provided DET Grants	\$1,170,269
Government Grants Commonwealth	\$187,098
Revenue Other	\$23,228
Locally Raised Funds	\$208,906
<b>Total Operating Revenue</b>	<b>\$10,405,014</b>

Funds Available	Actual
High Yield Investment Account	\$67
Official Account	\$315
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$382</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$96,495
<b>Equity Total</b>	<b>\$96,495</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$8,674,257
Communication Costs	\$36,136
Consumables	\$115,699
Miscellaneous Expense <sup>3</sup>	\$368,119
Professional Development	\$42,809
Property and Equipment Services	\$405,878
Salaries & Allowances <sup>4</sup>	\$616,016
Trading & Fundraising	\$39,296
Travel & Subsistence	\$5,993
Utilities	\$112,069
<b>Total Operating Expenditure</b>	<b>\$10,416,272</b>

Financial Commitments	
Operating Reserve	\$382
Other Recurrent Expenditure	\$20,931
School Based Programs	\$75,131
<b>Total Financial Commitments</b>	<b>\$96,444</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$11,258)</b>
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<b>Asset Acquisitions</b>	<b>\$96,041</b>
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- (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 26 February 2020 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.

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.

# 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*' or '*ND*' mean?

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.