

# 2021 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 2021 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 23 March 2022 at 12:49 PM by Anne Hume (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 April 2022 at 03:15 PM by Don Shields (School Council President)

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

#### **Achievement**

- English and Mathematics for Teacher Judgements against the curriculum

#### **Engagement**

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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

## How to read the Annual Report (continued)

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'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.

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### 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

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### School context

Barwon Valley School (BVS) is a state Special Developmental School (SDS) based in Belmont, Geelong. Our eligibility criteria is an IQ below 50, with some of our students having additional disabilities such as physical, sensory. A significant number of our students also have a diagnosis of Autism. We have 194 students enrolled ranging in age from 5 to 18. The majority of students access Department of Education and Training (DET) travel assistance which provide funded bus transport to and from school. The number of our students travelling to school by car continues to slowly increase every year. We have a very diverse staffing profile with 74.32 FTE. This includes Teachers, Education Support Staff (ES) (administration, classroom and therapy support), Physiotherapists, Occupational Therapists, Speech Pathologists, nurses, IT technician, Wellbeing Support and Maintenance Manager. The organisational structure of our school involves a Junior Learning Community with 11 class groups and a Senior Learning Community with 13 class groups, three of these groups attend programs at other schools however due to COVID they did not happen this year. Every group has a minimum staff of one teacher and one ES however there may be additional ES support provided where identified.

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

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

In line with our school vision we have introduced many opportunities for student voice and leadership. Students are strongly encouraged to attend student support group meetings, we have a student council and school, sports, house and bus leaders. BVS places high importance in the involvement of our families in our school community. This includes membership of school council, celebration days, SSGs, transition supports and regular communication channels such as daily diaries, Seesaw, social media etc. BVS is actively involved in a number of area, regional and statewide networks. This gives us opportunities to both learn from and provide expertise to the broader education community.

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### Framework for Improving Student Outcomes (FISO)

For our Strategic Plan Goal 'To build practice excellence to maximise learning outcomes in English and Mathematics for all students in a culture of high expectations' we focused on the following Key Improvement Strategies (KIS) in our 2021 AIP:

Build staff understanding and capabilities to enhance student voice and agency, Support students and parents to be active partners in their learning and develop and implement inquiry based learning

For our Strategic Plan Goal 'Enhance the health, wellbeing, inclusion and engagement of every child' we focused on the following KIS in our 2021 AIP:

Continue to build understanding and implementation of the SWPBS framework and continue to develop a strong and resilient community.

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## Achievement

Across the year we were impacted by COVID with several incidences of remote learning being undertaken. During this time we had a strong emphasis on student support and wellbeing. In 2021, 76% of our students demonstrated relative learning growth (using the VC achievement standards) in English which was down from the previous year when we recorded 85%. We showed improvement in positive percentage responses on the Attitude to School Survey (AtSS) for stimulated learning from 77% in 2019 to 90% in 2021.

### Literacy Framework

In 2021, our Key Improvement Strategy was to 'Further embed a whole school literacy framework'

Professional Learning has allowed enhanced understanding and teachers have implemented the BVS Literacy Framework with a deeper understanding of emergent and conventional levels.

Students have been exposed to range of resources targeted to their point of need in literacy.

Identified students requiring intervention are being supported in functional communication by a tutor proficient in AAC.

Teachers undertaking coaching show improved knowledge and skills in the delivery of the BVS Literacy Framework.

### Student Voice and Agency

#### 1. Guided Inquiry Based learning

Professional Learning Community (PLC) research into what Inquiry-based learning looks like for our students research evidence-based practice

PLC leaders develop a sample guided inquiry unit for trial in Term 3

PLC leaders provide professional learning to all staff on the inquiry based pedagogy

Teachers implement guided inquiry based unit

Feedback, evaluate and modify for implementation 2022

#### 2. Quallia

For student voice and agency we saw a decrease in positive percentages responses from 86% in 2019 to 71% in 2021. We are currently working within a Community of Practice

(COP) with Ceres PS and Queenscliff PS with a focus on student voice and aspirations. We are using the work of Quallia and 2 middle leaders within our school to drive this improvement focus in the school.

Work collaboratively with COP schools to develop and implement Professional Learning to support the implementation of the overview of Quallia's Voice and Aspirations Framework

Undertake professional learning and trial activities with students taken from the three guiding principles - Create, purchase and distribute resources to support trial activities.

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## Engagement

We saw a large increase in positive percentage responses on the School Staff Survey (SSS) for building resilience and a resilient, supportive environment from 48% in 2019 to 55% in 2021,

We also showed improvement in our positive response percentages on the Parent Opinion Survey (POS) for managing bullying from 70% in 2019 to 76% in 2021 and for student connectedness from 90% in 2019 to 96% in 2021.

2021 KIS was - 'Health and wellbeing: Continue to build understanding and implementation of the SWPBS framework'

The Student Engagement Team (SET) has continued to implement the SWPBS framework through the State-wide Initiative. The team implemented this framework through the Universal Prevention A (UPA) Action Plan which was completed in 2021. In June 2021, the team commenced the Universal Prevention B (UPB) Action Plan after completing 2 workshops and a series of self-paced modules to build the teams capacity to embed and align SWPBS with school priorities and activities. The team continued to monitor the success of the implementation of SWPBS across the school through the Self-Assessment Scale (SAS) and Tired Fidelity Inventory (TFI). The SAS was completed twice throughout the year and the TFI was conducted externally by SWPBS coach Sam Wayth in September 2021.

The TFI result was scored at 97% with our previous score being 77%. Areas that had the greatest area of improvement

were:

**Problem Behaviours Defined:** This was improved through the development of the Consequence Chart

**Professional Development:** The SET team sent out a survey to promote staff voice and provide an interest based approach to PL.

**Discipline Data:** BVS is now using an excel program to graph incident data.

**Data-based decisions:** Staff are collecting data using the following tools: ABC charts, Motivational Assessment Scales and COMPASS data. SET team are supporting classroom teams to review data and implement strategies/supports. PL has been implemented at whole staff meetings to build staff capacity to collect data and use data to improve student outcomes. Data collection continues to be a focus for SET and streamline the recording process.

The SAS (School-wide system) results reflected the progress that had occurred throughout the year. However there were some inconsistencies between February and August. This data included a sample of staff including teachers, ES staff and therapists.

87% of staff knew that the behaviour matrix which was consistent across both SAS results.

81% of staff teach the expected behaviours was reported in February and was slightly down to 79% which was recorded in August.

82% of staff acknowledge positive behaviour which was consistent over the February and August results.

The SAS (non-classroom system) results reflected the progress of SWPBS outside of the classroom setting. Again the sample included teachers, ES staff, therapists, allied health and administration staff contribute to the survey sample. School-wide expected student behaviours are taught in non-classroom settings with 81% of responses in February with 73% in August.

There was a difference across the board with results for the February and August. This is the result of COVID (remote learning), new staff, sample size was significantly smaller than the February sample.

Areas and priorities for improvement that the SAS identified were:

Distinction between executive vs classroom managed problem behaviours are clear with 50% of staff identify this as a priority in February and 42% of staff identified this as a priority in August. The data suggests that work has been undertaken in this area with the implementation of the Consequence Chart.

The number of Good Ones given out through our acknowledgement system this year are:

- Term 1: 2189
- Term 2: 2361
- Term 3: 2150
- Term 4: 2350

The SET team continues to provide staff PL and this year have provided PL in the following areas:

- Data collection
- Berry Street Education Model
- SWPBS

The SET team sent out a survey to provide Staff voice on Professional Learning

Staff prioritised their learning in the following order:

- Bully Stoppers and Berry Street Education Model were the staff priorities.

The SET team provides 1 whole staff meeting PL a term and they continue to provide ongoing PD to staff that place a referral with the SET team. Class teams have been coached/supported through data collection, data analysis and strategy intervention. The SET team has observed classroom teams and collected observational data.

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## Wellbeing

The data used to evaluate wellbeing is as above for Student Engagement as well our commitment to prioritise and promote mental health, safety and well being in the workplace.

Proposals were submitted for projects to support the health and well being of staff, with a focus on preventing and reducing mental injury as a result of risks to staff in the workplace.

The leadership team sought staff input to consult and come to agreement about needs and relevant resources for

Professional Development through survey for all staff.

Entered into a multi-year partnership with Black Dog for support in maintaining staff motivation, establishing healthy work routines and provide training to improve psychological resilience.

Staff Wellbeing Committee continued to plan and co-ordinate activities to foster goodwill, enjoyment and fun for BVS staff, within limits imposed by Covid restrictions.

Data collected as feedback on strategies implemented to track progress on wellbeing goals.

Staff were informed via Professional learning of school wide safety and well being processes (SSS) that promote access to support services, information and training.

During our time of remote learning there was a strong focus on supporting our students and their families. Every teacher was required to make weekly phone contact with each of their student's families or carers. The Student Wellbeing Team made regular contact with identified families to check in and provide support when required. We provided food hampers which we distributed to families. We also distributed IT equipment or work packs.

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### Finance performance and position

In 2021 at BVS we ended the year in a small surplus. This surplus, for example, included special schools inclusive program, playground development and Teamworx program. Other sources of funding we received were equity funding, fundraising, donations, interest and trading operations. Funding received through Advance allowed our students 15 years and older to participate in various community programs including the BVS Active Citizens award, and specialist art programs. We continued our Team Industries, Horticulture, Catering and Canteen. We utilised ES staff members to train some of our senior students in food handling, market gardening, preparation and delivery. Our Equity funding was spent on further embedding our BVS Literacy Framework providing additional resources, professional learning opportunities, planning days and coaching. Our fundraising and successful grant applications went towards the development of our school playgrounds and IT equipment. Our annual contractors are Supagas, Cleanaway, McCaskill mowing, Viatek and Waratah Cleaning services.

**For more detailed information regarding our school please visit our website at**

**[www.barwonss.vic.gov.au](http://www.barwonss.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.

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 169 students were enrolled at this school in 2021, 55 female and 114 male.

4 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).

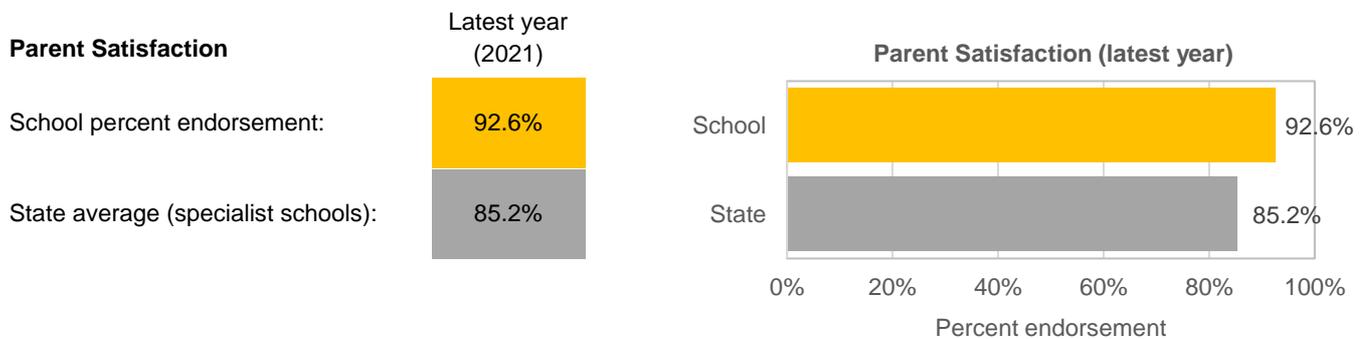
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

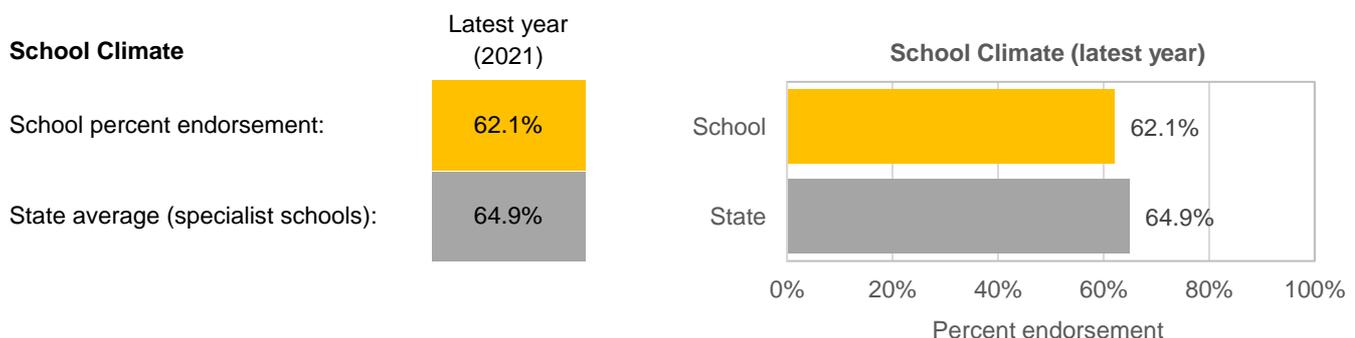


### School Staff Survey

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

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

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



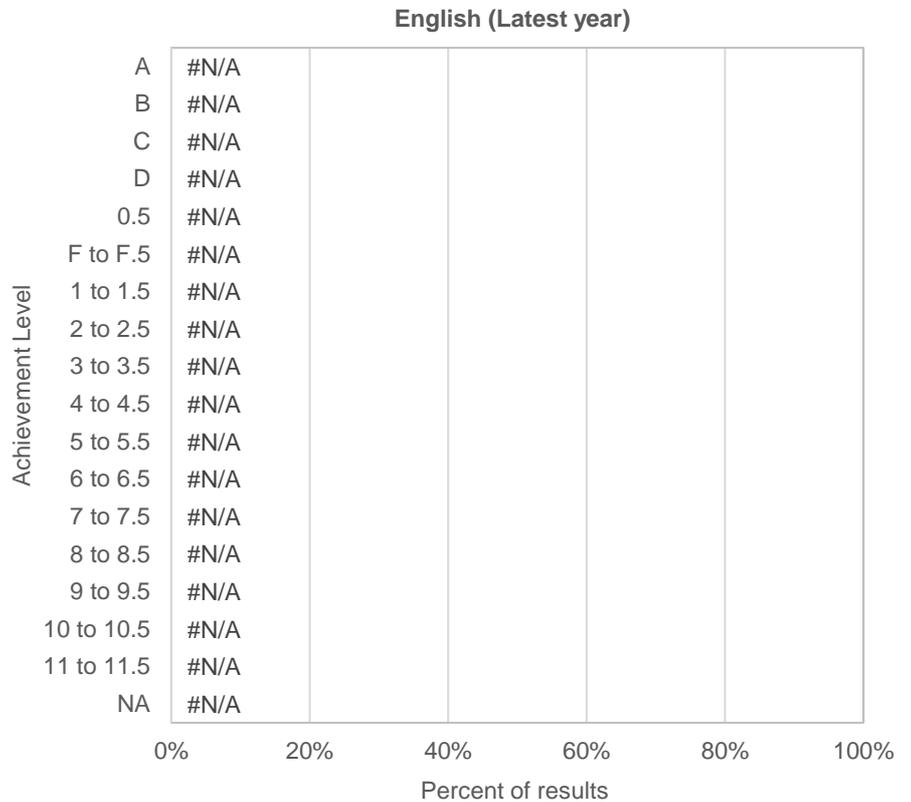
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

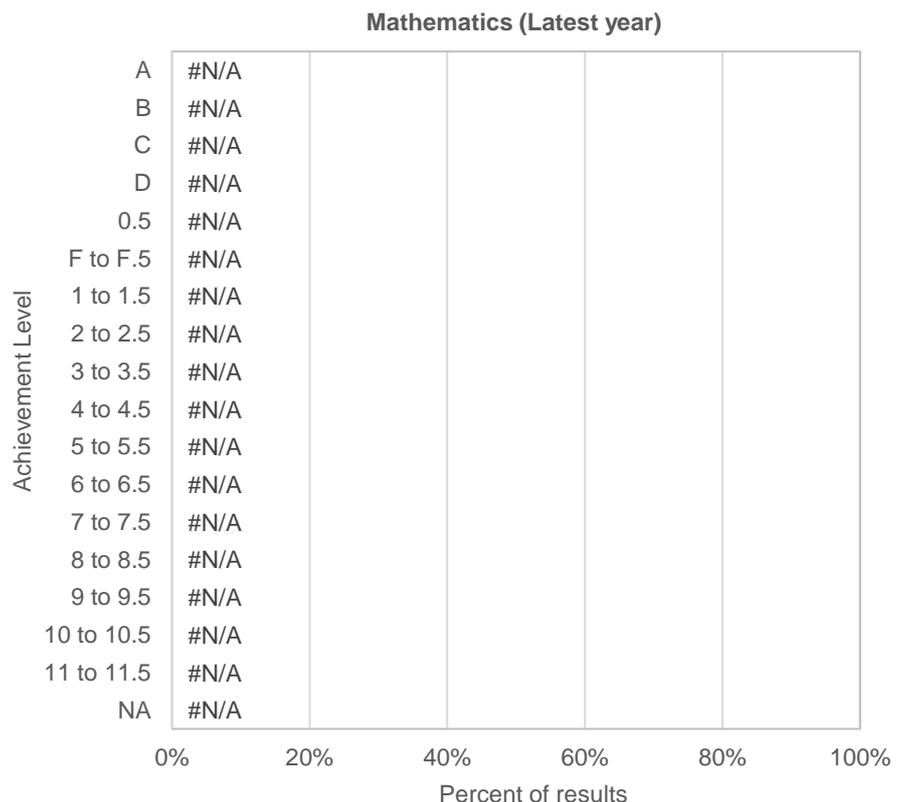
#### English

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
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 (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	23.1	24.2	28.0	23.3	24.6

### 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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDA	NDP	NDP	NDP	100.0%

# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$7,814,497
Government Provided DET Grants	\$1,272,318
Government Grants Commonwealth	\$34,957
Government Grants State	\$0
Revenue Other	\$37,981
Locally Raised Funds	\$112,955
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,272,708</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$83,486
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$83,486</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,660,091
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$5,317
Communication Costs	\$11,631
Consumables	\$59,296
Miscellaneous Expense <sup>3</sup>	\$45,129
Professional Development	\$15,406
Equipment/Maintenance/Hire	\$133,954
Property Services	\$283,556
Salaries & Allowances <sup>4</sup>	\$410,405
Support Services	\$172,467
Trading & Fundraising	\$10,838
Motor Vehicle Expenses	\$5,319
Travel & Subsistence	\$0
Utilities	\$64,042
<b>Total Operating Expenditure</b>	<b>\$8,877,453</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$395,255</b>
<b>Asset Acquisitions</b>	<b>\$175,703</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$490,255
Official Account	\$14,646
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$504,901</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$188,558
Other Recurrent Expenditure	\$415
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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
<b>Total Financial Commitments</b>	<b>\$188,973</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*