

2016 Annual Report to the School Community



School Name: Barwon Valley School

School Number: 5368



Name of School Principal:

Anne Hume

Name of School Council President:

Meg Noorderbroek

Date of Endorsement:

21st March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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 2016 our school had 212 students and a workforce of 44 teachers, 60 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. 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 and aquatic physiotherapy. This year we introduced a new student leadership initiative, student bus leaders who support our students traveling to and from school on our 11 DET contract transport buses. Students continue to be at the center 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)

Under the FISO area of Positive Climate for Learning and Community Engagement in Learning we further developed a culture of sharing and responsibility for supporting each student's engagement and wellbeing. Using Equity funding we audited current wellbeing practices and resources (including people), trialed identified evidence based programs, resources and supports and evaluated these to identify which ones worked best to support our students and would be implemented as part of our school practice. Examples include staff undertaking professional learning in the Berry Street Educational Model and employing Art & Yoga specialists to build staff capacity.

In the area of Building Practice Excellence, we further developed a culture of sharing and responsibility for supporting each student's achievement of their targeted learning outcomes by introducing the use of feedback from peers and school leaders as a tool to improve teaching practice. All teachers undertook professional learning in giving and receiving feedback. They then undertook peer observations involving the giving and receiving of feedback.

A core target was improving high impact teacher practices for improved student outcomes with a strong focus on teachers working more collaboratively to identify individual learning goals for students using ABLES and the Victorian Curriculum.

In the area of Setting Expectations and Promoting Inclusion we implemented policy and procedures that support students' health and safety and promote their active involvement in learning. The student Engagement Policy was updated and staff guidelines were developed that clearly outline the BVS approach to SWPBS

Achievement

Under the FISO area of Excellence in Teaching and Learning, Curriculum Planning and Assessment, we developed a more informed and structured approach to identifying, teaching and measuring achievement of students. Teaching and Learning, and Assessment and Reporting Policies were developed. Students' in P-10 equivalent classes had long and short term goals aligned to the Victorian Curriculum and informed by ABLES assessments. Years 11 and 12 equivalent students undertook SPEC modules.

Our students all have an Individual Learning Plan (ILP) which sets out 5 key learning goals. All students have a goal in English and Maths. 94% of students achieved their English goal, and 94% their Maths goal. For the first time, this year our students have Student Outcome data reflected in Victorian Curriculum Levels A – 2 in English and Mathematics. Previously this data was reflected through Measuring Academic Progress of Students (MAPS). BVS staff were integral in working with other Victorian specialist schools in developing the A-D Levels in Victorian Curriculum learning areas which are now available for all schools under the Foundation area of Victorian Curriculum.

We developed a 4-year Scope and Sequence document that provided a framework for delivering the broader Victorian Curriculum. Integrated Units were identified for years of schooling cohorts covering target learning areas. Staff began work on auditing the curriculum highlighting priority learning for our students, including aligning Individual Learning Plan goals within the broader Victorian Curriculum.

In the FISO area of Professional Leadership, Building Better Leadership Teams, identified staff participated in the Bastow 'Create' (Middle Leaders) Course.

A whole school plan for BYOD was developed under our eSmart process. We achieved eSmart accreditation and are now in the sustaining level.



Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In the FISO area of Positive Climate for Learning, Setting Expectations and Promoting Inclusion, our Student Engagement Team (SET) had a focus on reviewing and developing policies and guidelines that clearly set out our approach to the School Wide Positive Behaviour Support model, including the requirement that all staff complete Module 3 of 'Preventing and Responding to Extreme Behaviours'. Further resources for supporting Tier1 behaviour were developed for use with students across the school, including school rules posters.

The Student Engagement Team also worked on analysing data sets to inform Behaviour Support Plan development. SET collated whole school engagement data every term to inform whole school processes, and identified evidence of implementation and success through analysing whole school data. This assisted us to implement a more comprehensive Clubs program at break times to support students in inclusive, engaging small group activities with peers.

Our Integrated Services Model (ISM) policy was further developed as we continued to expand this model of providing multi-disciplinary support to student learning. Four groups were involved in the ISM, which included groups with high therapy input for students with physical and medical needs, and groups requiring more support for their social behaviours.

Our Aquatic Learning Centre (ALC) program continued to be expanded, with ALC use by external providers explored.

Wellbeing

In the FISO area of Community Engagement in Learning, Building Communities, we had a strong focus on reviewing our partnership with parents and carers, developing key SSG meetings as students' transition through learning stages of school, and developing brochures communicating information about key programs across the school that support student wellbeing.

As mentioned in the above FISO area, we had a strong focus on the area of Wellbeing. In addition, we identified a need for a specific wellbeing environment resourced to support our productivity goal. A room was allocated and resources identified and purchased. Staff were given professional learning to support their students to make best use of this facility.

Other Wellbeing initiatives included working with a company (Nirodah) which provided psychologist support for targeted students. We also worked with this company and with Family Planning Victoria to support us in developing a Respectful Relationships program for our students.

Students in grade 5 undertook the BVS Attitudes to School Survey, which has been developed by our staff to give students visual support to express their feelings about aspects of their schooling. Using data from this survey, staff have implemented changes to break times to better support students' engagement and feelings of safety in the playgrounds.

A 'Buddy' program was further developed to support students moving into the Senior Learning Community.

For more detailed information regarding our school please visit our website at 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 212 students were enrolled at this school in 2016, 69 female and 143 male. There were 5% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																														
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p style="text-align: center;">Results: English</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>18%</td></tr> <tr><td>B</td><td>14%</td></tr> <tr><td>C</td><td>20%</td></tr> <tr><td>D</td><td>18%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F</td><td>18%</td></tr> <tr><td>F.5</td><td>2%</td></tr> <tr><td>1.0</td><td>8%</td></tr> <tr><td>1.5</td><td>2%</td></tr> <tr><td>2.0</td><td>0%</td></tr> <tr><td>3.5</td><td>0%</td></tr> </tbody> </table> <hr/> <p style="text-align: center;">Results: Mathematics</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>20%</td></tr> <tr><td>B</td><td>18%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>19%</td></tr> <tr><td>F</td><td>12%</td></tr> <tr><td>F.5</td><td>1%</td></tr> <tr><td>1.0</td><td>10%</td></tr> <tr><td>1.5</td><td>1%</td></tr> <tr><td>2.0</td><td>3%</td></tr> <tr><td>2.5</td><td>1%</td></tr> </tbody> </table>	Level	Percentage	A	18%	B	14%	C	20%	D	18%	0.5	0%	F	18%	F.5	2%	1.0	8%	1.5	2%	2.0	0%	3.5	0%	Level	Percentage	A	20%	B	18%	C	16%	D	19%	F	12%	F.5	1%	1.0	10%	1.5	1%	2.0	3%	2.5	1%
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Performance Summary

Engagement	Student Outcomes																	
<p>Average Number of Student Absence Days</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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>24.7</td> <td>23.8</td> <td>23.9</td> <td>22.6</td> <td>23.7</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	24.7	23.8	23.9	22.6	23.7
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<p>Exit destinations</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 exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</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	2013	2014	2015	2016	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 Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

Changes in student achievement

Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$7,452,084
Government Provided DET Grants	\$999,049
Government Grants Commonwealth	\$169,179
Government Grants State	\$3,672
Revenue Other	\$16,116
Locally Raised Funds	\$141,206
Total Operating Revenue	\$8,781,306

Expenditure	
Student Resource Package	\$7,347,806
Books & Publications	\$1,641
Communication Costs	\$14,164
Consumables	\$80,438
Miscellaneous Expense	\$214,881
Professional Development	\$32,031
Property and Equipment Services	\$396,552
Salaries & Allowances	\$538,720
Trading & Fundraising	\$24,385
Travel & Subsistence	\$8,187
Utilities	\$76,883
Adjustments	\$6,200
Total Operating Expenditure	\$8,741,888
Net Operating Surplus/-Deficit	\$39,418
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$26,227
Official Account	\$29,138
Other Accounts	\$62,586
Total Funds Available	\$117,951
Financial Commitments	
Operating Reserve	\$36,395
Maintenance -Buildings/Grounds incl SMS>12 months	\$81,556
Total Financial Commitments	\$117,951

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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 utilizing 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 were successful in receiving grants from the City of Greater Geelong, and from Geelong Connected Communities which contributed to the installation of



in-ground trampolines.

This year we received a Kefford grant which was used to support the employment of casual ESs to support our Grinter Garden program.

Equity Funding went towards supporting our wellbeing initiative. This included employing specialist Art and Yoga teachers, purchasing resources, providing professional learning for staff, and developing a wellbeing centre.

Fundraising went towards supporting our playground development.

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.