**2018 Annual Report to**

**The School Community

School Name: Barwon Valley School (5368)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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
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| Attested on 18 March 2019 at 03:33 PM by Anne Hume (Principal) |

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| * 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 Regulation 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 2018 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.
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| Attested on 20 March 2019 at 10:25 AM by Meg Noorderbroek (School Council President) |

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**About Our School**

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| 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 2018, our school had 227 students and a workforce of 125 (97.1) teachers 53 (52.16) Education Support staff and 18 (12.47) Therapists and Health and Well being support. 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 2018 we became a Sister School with Kardinia International College, some of our senior students joined with St Josephs students and undertook a photography program and our inaugural basket ball team was developed with them competing against staff (Staff were the winners) and in the Geelong Vic Health Cup and Basketball Victorian State Cup competition. Two of our student leaders launched the Principal Association of Special Schools (PASS) 2019 conference in Melbourne.Also in 2018 a group of our senior students co wrote with singer song writer Andrea Robertson our school song. They recorded it in a Studio and launched it at Whole School Assembly.One of our Educational Support Staff (ES) won a PASS award for Outstanding ES as well as a Westfield local heroes grant. Both of these recognised the significant success of the ES working with a group of senior school disengaged students through the development of the TEAMWORX program.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) |
| In 2018 our AIP targets were from the FISO areas of:Excellence in Teaching and Learning: By the end of 2018, 80% 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 2018 increase the School Climate (academic evidence) score as measured by the Staff Opinion Survey from 65.11 to 66.50By the end of 2018 increase the School Climate (teacher collaboration) score as measured by the Staff Opinion Survey from 70.45 to 71.45Positive Climate for Learning:By the end of 2018 increase the Staff Safety and Wellbeing score in Consultation and Participation as measured by the Staff Opinion Survey from 71.15 to 71.20By the end of 2018 increase the Staff Safety and Wellbeing score in Build Resilience and a Resilient, Supportive Environment as measured by the Staff Opinion Survey from 68.47 to 69.5 |
| Achievement |
|  In 2018, in the area of Curriculum Planning and Assessment we introduced the 'BVS Literacy Framework' based on the 'Four Blocks Literacy Model' designed by Jane Farrell and the DET Literacy Toolkit. A number of key staff attended a Jane Farrell conference in Adelaide to gather information and learn about approaches specifically targeted to our students. A collaborative planning team was established, including two Speech Pathologists to develop a comprehensive and uniform Literacy Framework that embodied evidence based practices and strategies from the Four Blocks Model and aligned to the DET Literacy Toolkit. A timeline was established to introduce the Framework to staff and to provide professional development and the resources necessary to implement the learning. The Shared Reading Block and Independent Reading Block were introduced in 2018 with the Working with Words and Writing Blocks being presented in 2019.Our Professional Learning Community (PLC) attended the Leading PLC Initiative. The aim of the program was to build capacity and skills of School Leaders to improve the learning outcomes for every student through a consistent approach to disciplined, collaborative inquiry. PLC leaders were required to plan an inquiry challenge/ action research project to be conducted at school over a number of weeks with a presentation of learnings made at the end of the course. The focus of the BVS inquiry was “Does the repeated reading of a Big Book improve the level of students’ engagement?” Data was collected for a range of students at Victorian Curriculum Level C and this supported a positive finding of greater student involvement in the reading process. The work of the PLC Initiative was shared with BVS staff and the evidence of repeated Shared Reads used to inform teacher practice in the planned Literacy Framework. The Inquiry approach was implemented by PLCs for short term projects related to student growth. An Inquiry Model of Learning will be introduced across the school in 2019.Our Learning Specialists in Literacy continued to grow their skills and knowledge by completing professional Development in Growth Coaching and Leading Excellence in Classroom Practice. They are currently attending the Bastow Leading Literacy course to extend their knowledge of statewide literacy trends and teachings.Through the Principal's network we joined a Community of Practice with three primary schools focusing on the Curriculum Area of Speaking and Listening. Four teachers across the school participated in this, introducing their students to the vocabulary around being a learner and learning. In these groups we saw an increase in student participation and ownership of their learning and learning outcomes. |
| Engagement |
| In 2018 the Student Engagement Team (SET) continued to drive the work around student engagement in our school. We continued to implement the Body domain of the Berry Street Educational Model, it being a consolidation year. A further two staff undertook professional learning to increase the knowledge base within the school. We also continued to work on the Zones of Regulation (Zones) as a self-management tool for our students. We focused on building staff capacity through professional learning, resources and development of a common language across the school when talking about the Zones. We aligned students' Behaviour Support Plans with the Zones, drawing on strategies from individual student's tool boxes. We explicitly aligned the Body domain and the Zones within our Tier 1 School Wide Positive Behaviour Support Framework.The SET held informal drop in sessions on a weekly basis for staff with specific students demonstrating behaviours of concern.They undertook class visits across the school and lead professional learning. They increased the focus on data collection and supported staff to analyse and interpret these data sets and then they worked collaboratively with the class teams to implement strategies to support the student and classroom environment. |
| Wellbeing |
| In 2018 staff continued to work through the modules of the Wellbeing Toolkit completing them all. After participation in these modules staff began to go for to walks at lunchtime, ride their bikes to school and help each other achieve specific individual wellbeing goals.In Term 3 we held a sexual education parent Information night with a representative from Family Planning Victoria. The focus of the meeting was on Puberty which parents found very informative and helpful. Family Planning also worked with two of our senior groups and supported the teachers around best practice when teaching sexual education in the classroom. Student leaders met with representatives from the Victorian Student representative Council (SRC) to speak about raising student voice at our school. These students collectively came up with some ideas for activities in the playground and as a result we introduced soccer at lunch times and bought more scooters and bikes for them to use.We achieved two further components of the Healthy Together Geelong program, Mental Health and Wellbeing and Physical Activity. As part of this we developed policies, introduced new physical activities including Monday mornings dance off, formed the BVS choir, celebrated RuOkay day and Epilepsy day and held a 'Closing the Gap' morning tea.We continued to resource our wellbeing room with sensory tools identified by staff for their students and each double classroom received fully stocked Regulation tubs.We continued to provide 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. |
| 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 supporting the introduction of our BVS Literacy Framework providing additional resources, professional learning opportunities, planning days and coaching .This year we continued to work on our whole school playground development through fundraising.  |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 224 students were enrolled at this school in 2018, 74 female and 150 male.5 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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. |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students working at each Standard in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| **Performance Summary** |

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| Engagement |

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| Student Outcomes |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning.  |

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| **Year** | **2015** | **2016** | **2017** | **2018** | **4-year average** |
| Average absence days | 23.9 | 22.6 | 21.3 | 23.2 | 22.7 |

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| Exit destinationsPercentage of students going on to further studies or full-time employment.Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'. |

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| **Year** | **2015** | **2016** | **2017** | **2018** | **4-year average** |
| % of students to further studies or employment | ND | 100.0 | 100.0 | ND | 100.0 |

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| **Financial Performance and Position** |

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

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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| Financial Position as at 31 December, 2018 |

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| **Revenue** |

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| **Actual** |

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| **Funds Available** | **Actual** |
| High Yield Investment Account | $45,748 |
| Official Account | $12,196 |
| Other Accounts | $67,805 |
| **Total Funds Available** | **$125,749** |

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| Student Resource Package |

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| $8,330,665 |

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| Government Provided DET Grants | $1,259,248 |
| Government Grants Commonwealth | $185,692 |
| Revenue Other | $14,675 |
| Locally Raised Funds | $130,739 |

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| **Total Operating Revenue** |

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| **$9,921,019** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $94,101 |

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| **Equity Total** |

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| **$94,101** |

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| **Expenditure** |

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| **Financial Commitments** |  |
| Operating Reserve | $105,869 |
| Other Recurrent Expenditure | $19,880 |
| **Total Financial Commitments** | **$125,749** |

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| Student Resource Package² |

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| $8,240,086 |

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| Books & Publications | $430 |
| Communication Costs | $13,171 |
| Consumables | $115,966 |
| Miscellaneous Expense³ | $290,105 |
| Professional Development | $31,167 |
| Property and Equipment Services | $560,673 |
| Salaries & Allowances⁴ | $541,965 |
| Trading & Fundraising | $26,023 |
| Travel & Subsistence | $10,251 |
| Utilities | $116,419 |

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| **Total Operating Expenditure** |

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| **$9,946,257** |

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| **Net Operating Surplus/-Deficit** |

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| **($25,238)** |

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| **Asset Acquisitions** |

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| **$0** |

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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 04 March 2019 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. |

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| *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.* |

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| How to read the Annual Report |

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| **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)
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| **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. |

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