

2025 Annual Report to the School Community

School Name: Yarraville Special Developmental School (5278)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 April 2026 at 09:39 PM by Caitriona Toland (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 April 2026 at 09:40 PM by Caitriona Toland (Principal)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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.

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

School context

Yarraville SDS is a Special Developmental School catering for the educational needs of students aged between 5 -18 with moderate to severe intellectual disability. There are a number of students enrolled at the school who have additional disabilities and a high percentage of our student population also have a diagnosis of Autism Spectrum Disorder.

Yarraville Special Developmental School values safety, responsibility and respect.

The school's enrolment at the end of 2025 was 102 students, across three learning areas, Junior, Middle and Senior. The school is located in the Southwestern Victorian Region, and the designated transport area includes most of the Cities of Maribyrnong and Hobsons Bay. This area is culturally and socially very diverse and this is reflected in the enrolment profile of the school. The proportion of students who are from families with language backgrounds other than English is 28% and the school has a Student Family Occupation and Education (SFOE) density of 0.4902

This school has a staff of 23 full time equivalent (FTE) teachers, which includes a principal and assistant principal. There are 23 Education Support (ES) staff, including two office administration staff and a Business Manager, 6 EFT Allied Health & Wellbeing staff including OT, Physio, Speech, Mental Health Practitioner, Mental Health in Primary Leader and an Inclusion Outreach Coach. All teaching staff (Teachers and Education Support) and the Allied Health team support improvements in the following two areas:

1. Learning
2. Wellbeing

The school offers a broad curriculum but there is a clear emphasis on the achievement of improved outcomes in the areas of literacy, numeracy and personal and social capabilities. We take collective responsibility for improving student outcomes and work in partnership with all stakeholders to provide every student with every opportunity to learn every day. The school considers student interests and choices to provide purposeful learning environments and authentic learning experiences where students thrive as learners. The School Wide Positive Behaviour Support (SWPBS) framework supports the school community in creating a safe and stimulating learning environment.

The school's Framework for Improving Student outcomes is in alignment with the DET FISO 2.0 model. The school improvement team and the professional learning community teams are the key vehicles of change in instructional practice. We place students at the centre of everything we do through our focus on both learning and wellbeing. We build staff capacity through ongoing targeted professional learning and have a relentless focus on collaboration. Time is factored into both our weekly timetable and school meeting schedule to provide staff with opportunities to collaborate and attend professional learning. We use the Curriculum Level tracker tool to assess student current skill levels against Level FLA-10 of the Victorian Curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 our Annual Implementation Plan (AIP) focused on two Key Improvement strategies under the 'Learning' domain. Our first strategy focused on curriculum delivery and building consistency across the school to meet the educational needs of every student in English and Maths. To achieve this goal, we initially worked with our external Maths consultant to update our school wide Numeracy Pathway document to align with the new Victorian Maths curriculum. This work was rolled out with all staff during our Term 1 curriculum day and provided the necessary school wide support for consistent Maths curriculum delivery across the school. Throughout the year our Maths consultant guided our practices in delivering differentiated lessons focused on Trusting the Count. Through our Term 3 PLC Inquiry cycle teams of teachers developed key assessment tasks linked to our Pathway document which developed teacher assessment and differentiation practices. Whole school curriculum data for Number and Algebra showed 91.67% of students made growth against the curriculum with 100% of students meeting their IEP goals in Maths. In Semester 2 2025 our Curriculum Learning specialist began to upskill staff in Comprehensive Literacy practices in Writing and created a whole of school understanding of the approach, the assessment continuum and the classroom practices relevant to each student cohort. Term 4 learning walk feedback noted consistency in classroom practices in Writing, and curriculum data for Junior and Middle Learning areas reflected significant gains in writing with 91.3% of JLA students making progress and 100% of MLA students.

In preparation for the 2026 school year teaching staff have attended school-based workshops to explore the Maths 2.0 and English 2.0 curriculums. Department resources supported teachers to compare new with old and to understand the 'why' behind the changes that have been made. Our Maths consultant supported the delivery of the Maths curriculum workshop. Teachers worked together on designing assessment tasks that would guide teacher judgment against the new curriculum levels. This work will continue into 2026 when teachers will assess all students against the new Maths and English curriculums in Term 1.

Our second AIP goal in the Learning domain focused on the implementation of our whole school instructional model the Gradual Release of Responsibility. To support this in Term 2 our Learning Specialist delivered staff professional learning on Explicit teaching with a focus on Learning Intentions and Success Criteria. Staff feedback was that the learning was immediately applicable in the classroom. The Professional Learning was followed up in PLC meetings and collaborative planning where teachers worked collaboratively to plan for Learning Intentions and Success Criteria that were clearly linked to the curriculum and clearly reflected the learning to be achieved in each lesson.

Wellbeing

Our AIP 'Wellbeing' domain focus for 2025 was to strengthen current Wellbeing initiatives across the school to meet the individual needs of each student throughout the school year. Across 2025, the Wellbeing Team delivered a broad suite of Tier 1, Tier 2, and Tier 3 programs aligned with the Multi-Tiered System of Support framework. Universal Tier 1 programs were accessed by all students and included Respectful Relationships, Learn to Play, Zones of Regulation, and the Start Right program at the beginning of each term. Tier 2 supports were strengthened through the introduction of Art Therapy, Canine Therapy, and Intensive Social Skills programs.

Art Therapy provided a flexible, student-led space for emotional expression and helped students recognise and communicate their emotional responses through art. Goals were set around safe participation, extended engagement, and recognition of feelings before, during, and after sessions—all of which were achieved. Staff noted high levels of excitement and independence when students were collected for sessions, leading teachers to add art as a preferred activity on student choice boards and incorporate more creative tasks into classroom routines.

The Canine Therapy tier 2 program supported small groups of students to build confidence around dogs, improve emotional regulation by learning to manage strong emotions such as fear and frustration, and enhance overall engagement.

The Intensive Social Skills program supported students in developing essential interpersonal skills including waiting, turn-taking, and managing emotions when outcomes did not meet their expectations. Students used individual toolkits to support co-regulation throughout the program. Pre- and post-intervention data indicated clear improvements in waiting skills and in using the turn-taking board, while also showing that students continue to require targeted support to further develop their emotional regulation skills.

Overall data sets in our curriculum tracker for students social and emotional learning reflected 90.63% of students made progress in the areas of self-awareness and social awareness across the year.

Engagement

Our AIP key improvement strategy focus on engagement was to develop a holistic approach to supporting student engagement across the curriculum. Our Allied Health team are a key support to ensuring staff have the necessary tools and guidance to support student engagement. Our Steps to Success program was introduced in 2025 as a whole-school Allied Health model designed to meet the individual needs of students across the school. The model ensured that every class accessed a structured 10-week Allied Health program, with a focus on building the capacity of classroom staff through embedded coaching, modelling, and shared practice. The program provided classroom staff with practical strategies and guidance to continue implementing supports beyond the program period. Strategies targeted key functional domains, including communication, self-regulation, personal care, mealtime support, mobility, and fine motor development. All teachers reported that the overall impact of the program was 'effective' or 'very

effective' in supporting student engagement and participation and the program is set to continue as a core support for students in 2026.

To support student engagement in Junior and Middle years we have provided targeted coaching of the Learn to Play program in every classroom, teaching key personal and social capability skills, including joint attention, turn-taking, emotional regulation, and following social rules. As part of the learn to play program students were assessed against a structured developmental continuum (Levels 1, 2 and 3), and the 2025 data demonstrated clear improvements: 14 students progressed to a higher developmental level, the number of students at Level 1 decreased from 38 to 29, and the number of students at Level 3 more than doubled. This reflects strong gains in purposeful play, imitation, narrative play, engagement, and overall social-emotional development.

In the Senior learning area, our Pathways to Potential program was introduced to further embed students' literacy and numeracy learning within an independent life skills program. The Pathways to Potential Program includes highly engaging, hands on, applied learning opportunities to build student independence. 100% of students achieved their Pathways to potential goal in their Individual Education Plans in 2025.

Other highlights from the school year

The opening of our school bike track was a wonderful start to the 2025 school year and is a whole school resource to provide a safe and familiar environment for our students to learn important road and bike safety. The bike path wraps around the entire school through our two playgrounds, past our new Junior school building, past the community hall and our Senior learning area and along the front of the school where students are able to practice stopping at the lights and boom gate system. The bike path also has a roundabout and water feature to add to the fun and engagement.

Using the Multi-Tiered Systems of Support model has been highly impactful in developing consistency in the implementation of tier 1 practices across our school. The launch of the YSDS website reflects the extent of the work completed in this area and the success of these whole school practices. The website has ensured consistency and continuity of practices from year to year and when induction new staff to the school. The impact of this work has been seen in classroom learning walks and shared environments across the school, where we have differentiated our curriculum and our environments to ensure students are supported to access at their point of need.

Financial performance

In 2025, the school received a total of \$6,456,948 through the Student Resource Package (SRP). In addition to this core funding, the school was very grateful to receive a generous donation of \$40,000 from the Footscray Rotary Club, which will further support initiatives that benefit our students and school community.

At the conclusion of the 2025 financial year, the school recorded a carry forward balance of \$616,378, which is scheduled to be utilised by the end of 2027. These funds have been strategically allocated to support planned upgrades to the school's outdoor spaces, enhancing the learning and recreational environments available to our students.

Overall, the school remains in a strong financial position at the end of 2025, enabling us to continue investing in improvements that support student wellbeing, accessibility, and high-quality learning environments.

**For more detailed information regarding our school please visit our website at
<https://www.yarravillesds.vic.edu.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 2.0 (FISO 2.0).

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 102 students were enrolled at this school in 2025, 29 female and 73 male. 37% had English as an additional language and NDA 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 **High**.


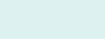

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	100.0%	
	Similar schools	89.1%	
	State	86.9%	

School Staff Survey






The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	76.1%	
	Similar schools	68.5%	
	State	68.0%	

LEARNING






Teacher Judgement of student achievement English

Percent of results at each achievement level in English

			2025
A	School	10.2%	
B	School	40.5%	
C	School	25.5%	
D	School	15.3%	
0.5	School	1.4%	
F-F.5	School	5.4%	
1.0-1.5	School	1.7%	
2.0-2.5	School	0.0%	
3.0-3.5	School	0.0%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.0%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics



			2025
A	School	19.7%	
B	School	40.4%	
C	School	20.7%	
D	School	16.5%	
0.5	School	0.0%	
F-F.5	School	2.1%	

			2025
1.0-1.5	School		0.5%
2.0-2.5	School		0.0%
3.0-3.5	School		0.0%
4.0-4.5	School		0.0%
5.0-5.5	School		0.0%
6.0-6.5	School		0.0%
7.0-7.5	School		0.0%
8.0-8.5	School		0.0%
9.0-9.5	School		0.0%
10.0-10.5	School		0.0%
11.0-11.5	School		0.0%
N/A	School		0.0%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	NDP		43.8%
	Similar schools	40.3%		40.9%
	State	81.5%		81.2%


Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Prep - 6	State	21.5		21.7
Ungraded	School	39.1		35.0
	Similar schools	40.9		39.8
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	80.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$5,956,948
Government Provided DET Grants	\$1,186,458
Government Grants Commonwealth	\$0
Government Grants State	\$389
Revenue Other	\$29,549
Locally Raised Funds	\$61,653
Capital Grants	\$30,617
Total Operating Revenue	\$7,265,615

Equity	Actual
Equity (Social Disadvantage)	\$39,905
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$39,905

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,828,856
Adjustments	\$14,949
Books & Publications	\$18
Camps/Excursions/Activities	\$7,354
Communication Costs	\$2,278
Consumables	\$56,616
Miscellaneous Expenses ²	\$34,503
Agency Staff	\$159,861
Professional Development	\$19,887
Equipment/Maintenance/Hire	\$40,238
Property Services	\$99,963
Salaries & Allowances ³	\$498,783
Support Services	\$141,860

Expenditure	Actual
Trading & Fundraising	\$272
Motor Vehicle Expenses	\$10,641
Travel & Subsistence	\$0
Utilities	\$57,616
Total Operating Expenditure	\$5,973,695
Net Operating Surplus/-Deficit	\$1,261,302
Asset Acquisitions	\$137,028

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$245,770
Official Account	\$130,081
Other Accounts	\$294,129
Total Funds Available	\$669,979

Financial Commitments	Actual
Operating Reserve	\$188,315
Other Recurrent Expenditure	\$20,769
Provision Accounts	\$5,000
Funds Received in Advance	\$23,970
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
Total Financial Commitments	\$238,054

All funds received from the Department of Education, 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.