

2024 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 10 February 2025 at 01:37 PM by Elaine Quinn (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 March 2025 at 04:07 PM by Davina DMenzie (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
- 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

Learning

- 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).

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 2024 was 95 students, across three learning areas, Junior, Middle and Senior. The school is located in the South Western 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 31% and the school has a Student Family Occupation (SFO) density of 0.5893 and Student Family Occupation and Education (SFOE) density of 0.4602

This school has a staff of 22 full time equivalent (FTE) teachers, which includes a principal and assistant principal. There are 21 Education Support (ES) staff, including two office administration staff and a Business Manager, 7 EFT Allied Health & Wellbeing staff including OT, Physio, Speech, Behaviour Analyst, 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 Behaviours (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 A-10 of the Victorian Curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 our Annual Implementation Plan (AIP) focused on two Key Improvement strategies under the 'Learning' domain. Our first AIP goal focused on curriculum delivery and building the capacity of staff to differentiate the curriculum to meet the educational needs of every student. To achieve this goal, we provided professional learning on Differentiation through our Term 1 curriculum day. Providing professional learning on differentiation and follow up peer observations and learning walks has built the capacity of teachers to differentiate their teaching and learning plans and provide targeted instruction to students based on their individual education needs. Teacher survey data supports this increase in teacher knowledge as we have moved from 13% of teachers embedding to 69% of teachers embedding in the area of 'Differentiated teaching.' Professional Learning Communities (PLCs) have also played an important role in curriculum delivery across the school, as they have fostered an environment of continuous learning, collaboration, and shared responsibility among teachers. Consistent PLC structures have allowed teachers to come together regularly to discuss student progress, share best practices, and analyse data to improve their instructional strategies. The impact of our Semester 1 PLC Learning Cycle can be seen in our speaking and listening student data where 94.45% of students made progress. Similarly, our Term 3 PLC Learning Cycle focus on Reading is reflected in 97.7% of students making progress against the reading curriculum. Our final PLC Learning cycle was implemented with guidance from our Moths consultant Carmel O Beirne and the PLC work across the three learning areas resulted in 98.86% of students making progress in Moths.

Our second AIP goal in the Learning domain focused on the implementation of our whole school instructional model the Gradual Release of Responsibility. Through our Whole school Professional Learning calendar, PLCs and our coaching and mentoring model we have built the capacity of all staff in implementing the GRR model. One of the key drivers and supports for teachers in implementing the GRR was the YSDS Coaching and mentoring model. Our Learning specialist, Inclusion Outreach Coach and Allied Health team provided mentoring to new teachers and coaching from our leadership was made available to all staff through an online ticket system. In our School staff survey 88% of staff positively endorsed the applicability of our whole school professional learning and 90% of staff positively endorsed 'Professional learning targeted to improving literacy and numeracy'.

Wellbeing

Our AIP 'Wellbeing' domain also had two key Improvements Strategies. The first was a focus on transition into, during and beyond our school. As part of our Junior Learning Area transition processes, we delivered a presentation to Early Childhood educators in the local service One Tree Hill. The session focused on supporting children and families with additional needs in learning environments and how and when to engage with local primary or specialist settings to best support students. Our Junior Learning Area then worked closely with local services and families in Term 4 as part of our Prep Transition program to ensure families and students are well supported

through enrolment and transition to our school.

Our Senior Learning Area focus on preparing students for their post school pathway rolled out a buddy system this year part of the Learn to Play program. Here SLA students acted as peer models, guiding JLA students in using toys appropriately. Through structured support and peer modelling, the JLA students have made remarkable progress, particularly in social-awareness goals, while SLA students demonstrated improved cooperation, collaboration, and inclusivity. Our SLA team also hosted a successful Pathways Providers Expo, with 15 providers showcasing their services to our school community. The event was well-attended, with 100% of graduating student families attending, along with some future graduating families. As a result, a number of graduating student families chose the C.A.M.P. day program for next year, with students supported weekly in Term 4 as part of their transition plans. In addition, some students will focus on home-based programs due to complex medical issues, and some will transition to supported independent living. The Attitudes to School Survey (ATOSS) results indicate significant improvement in the Social Engagement domain:

- Sense of connectedness: increased from 85% to 90%
- Sense of inclusion: increased from 84% to 85%
- Student voice and agency: increased from 86% to 96%

Our second Key Improvement Strategy in the Wellbeing domain focused on further developing our whole school Wellbeing practices. As a school we rolled out the Zones of Regulation program to help students develop emotional awareness and also equip teachers with strategies to support their students in managing their emotions. Our ongoing commitment to fostering social and emotional development has been reflected in the school's comparative data from our Curriculum Level Tracker. Notably, 93.10% of students showed growth in the Personal and Social Capabilities curriculum from Semester 1 to Semester 2, with 91.95% demonstrating progress in self-awareness and 93.18% improving in social awareness.

Engagement

Providing students with opportunities to engage with the community is a key priority for our school. This journey begins in the Junior Years, where students develop essential skills such as communication, teamwork, and following instructions. These foundational skills continue to be reinforced throughout the Middle Years curriculum. Throughout 2024, students in the Junior and Middle classes had multiple opportunities to visit local parks and playgrounds, allowing them to practice these skills in real-world settings. Additionally, they participated in a range of enriching experiences, including incursions such as *Wildlife* and *Science*, as well as an excursion to *We Rock the Spectrum*.

In the Later Years, community engagement becomes a central focus as students prepare for their post-school pathways. We collaborated with several external programs, including the School Focused Youth Service Art program in Group 18 and the *Music in Schools* program across the Later Years, providing students with diverse learning experiences and access to specialist support. Work experience opportunities were also a highlight, with students gaining practical experience at a local fruit shop through a weekly work experience program.

A particular highlight of the year was our participation in the *Statewide Principal Showcase*, where Yarraville was invited to present on *Professional Learning Teams* to principals from across Victoria. A group of Later Years students proudly delivered the Acknowledgment of Country for the

event and were subsequently invited to perform it again for school leaders at a two-day professional learning workshop. Travelling to Port Melbourne for the presentation, our students showcased their confidence and leadership skills, receiving overwhelmingly positive feedback from attendees. This was a fantastic opportunity for them to engage with leading educators across our network, further reinforcing the importance of student voice and community connection.

38% of our students were absent for 20 or more days. At YSDS we keep in close contact with families to support their child's attendance rate and encourage families to bring their child to school on a regular basis so that learning is not disrupted. Our Wellbeing Officer also contacts families if they require supports beyond the teacher such as reviewing their NDIS plans to employ carers and create schedules to use at home.

Other highlights from the school year

At the beginning of 2024, Yarraville was delighted to be selected as one of seven schools across the state to receive the Hydrotherapy Pool School Grant. This exciting announcement was made during Term 1 by the Minister for Education and our local councillor at a special event hosted at the school. Throughout 2024, we collaborated with architects to meticulously plan the hydrotherapy facility, and we are enthusiastic about commencing this transformative project during the 2025 school year. The new hydrotherapy pool will provide our students with access to a safe and supportive hydrotherapy program, enhancing their physical wellbeing and contributing to their holistic development.

Financial performance

In 2024 we received the majority of our school funding through the School Resource Package (SRP) for the amount of \$5,861,545.90. We received other funding through Grants and Initiatives such as Advance Funding, Sporting Schools, Variety/Rotary Grants and other smaller grants.

Our expenditure was higher than previous years as a result of significant top ups to our capital works. To operate the school it costs far more than the \$429,000 provided in the SRP, and as such the school has to top this up more than 50%.

Carry Forward - \$1,129,644 needs to be spent by end of 2026 and has been planned to cover costs around improving the schools facilities and supporting ongoing capital works projects.

Financially the school ended 2024 in a strong position.

**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 88 students were enrolled at this school in 2024, 24 female and 64 male.

41 percent of students had English as an additional language and 0 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

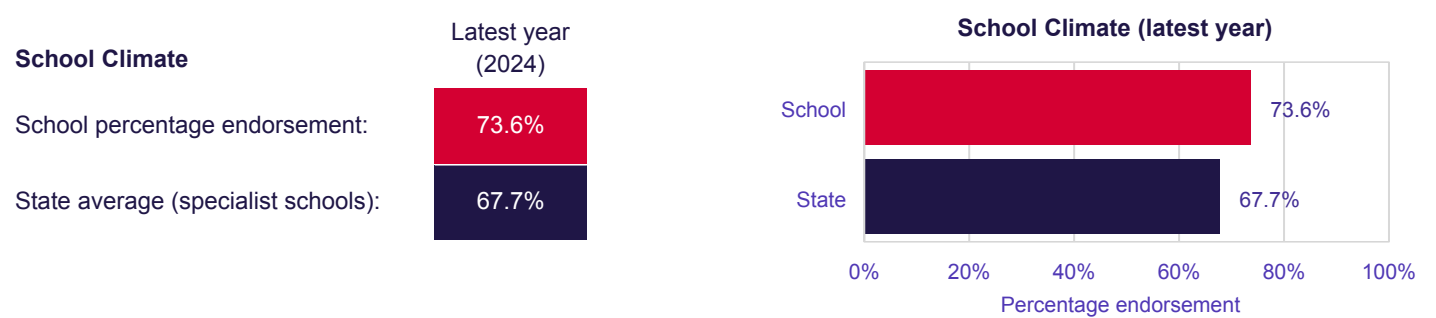


School Staff Survey

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.

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

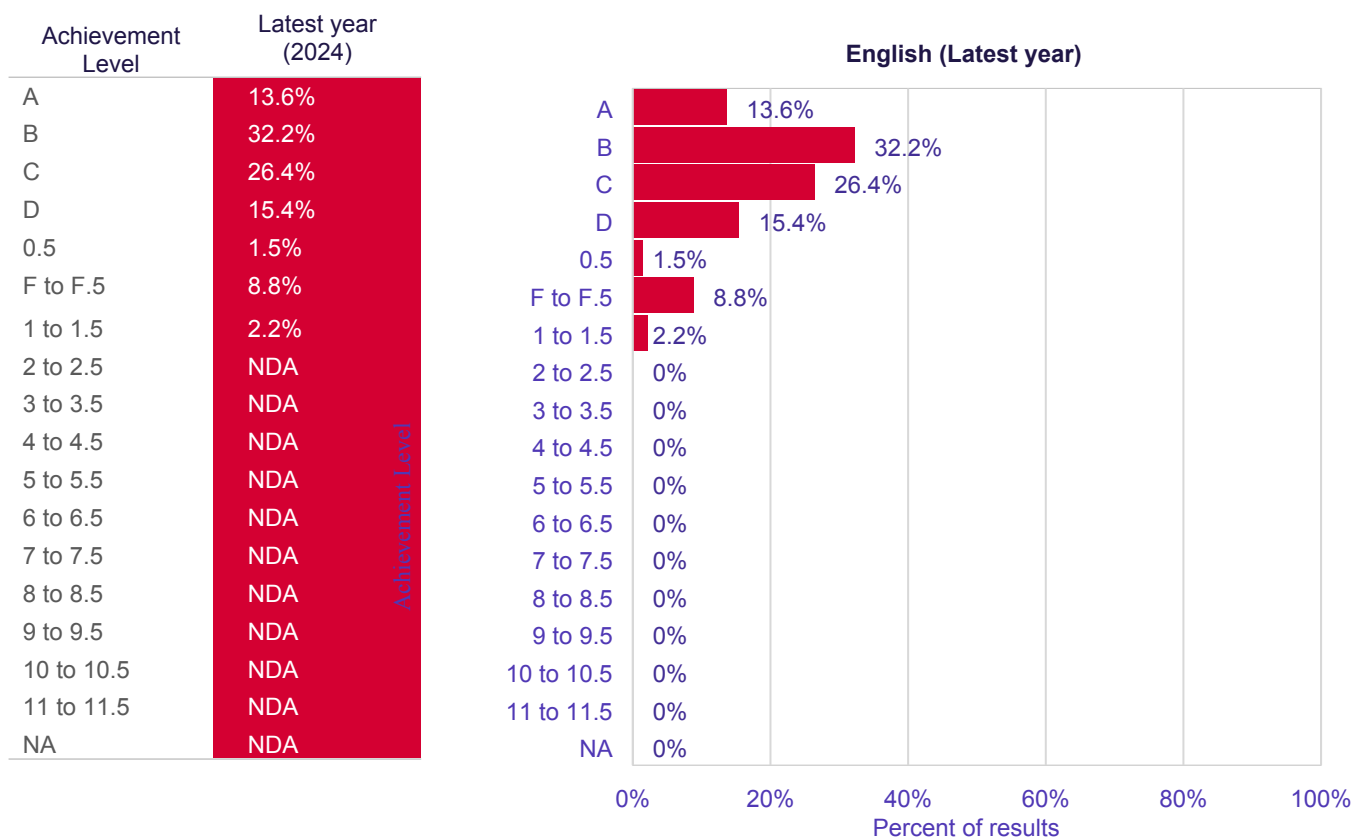


LEARNING

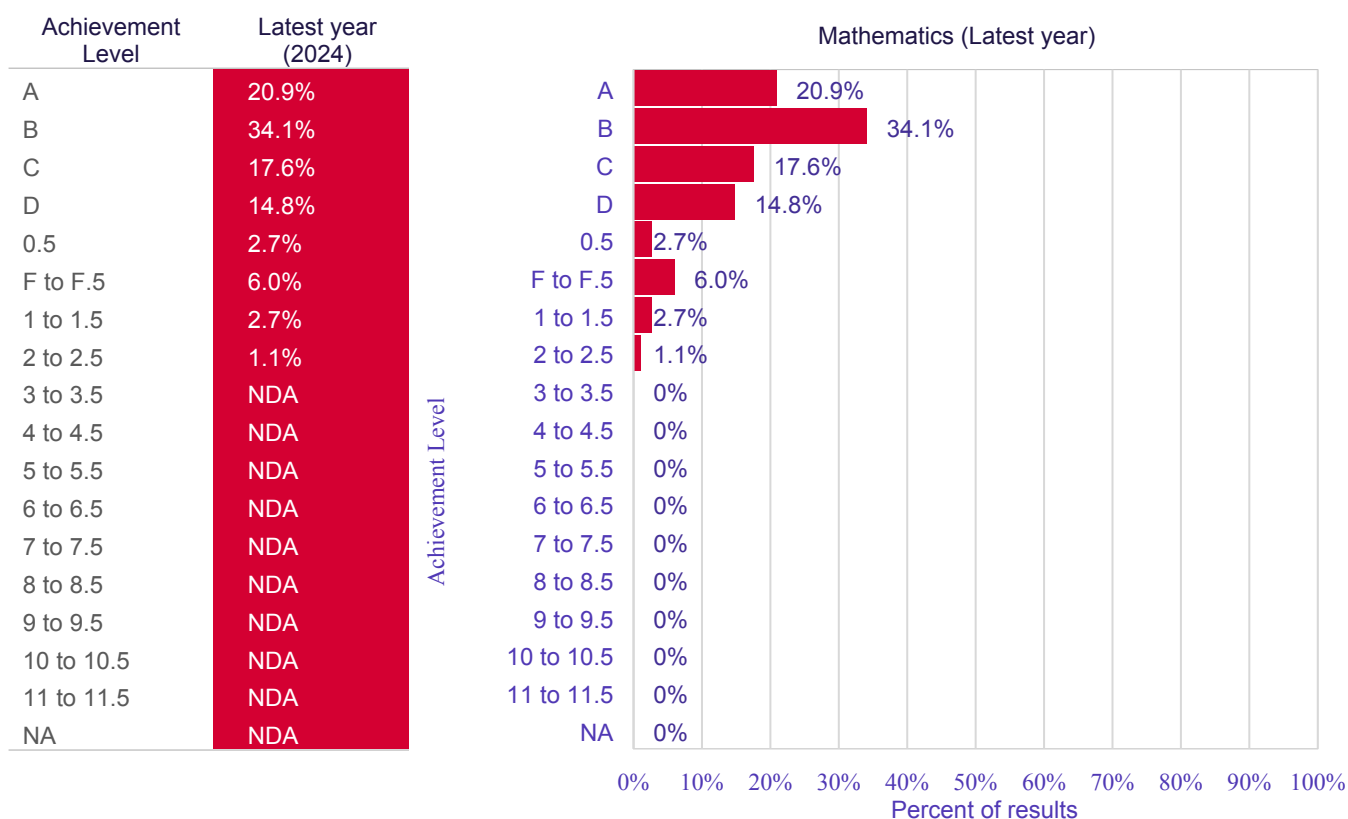
Teacher Judgement of student achievement

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

English



Mathematics



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.

Student Absence	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	NDP	100.0%	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$5,431,716
Government Provided DET Grants	\$423,201
Government Grants Commonwealth	\$7,100
Government Grants State	\$10,600
Revenue Other	\$55,050
Locally Raised Funds	\$46,640
Capital Grants	\$0
Total Operating Revenue	\$5,974,307

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,059
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,059

Expenditure	Actual
Student Resource Package ²	\$4,276,409
Adjustments	\$0
Books & Publications	\$162
Camps/Excursions/Activities	\$12,583
Communication Costs	\$2,183
Consumables	\$77,423
Miscellaneous Expense ³	\$10,891
Professional Development	\$14,051
Equipment/Maintenance/Hire	\$55,549
Property Services	\$19,594
Salaries & Allowances ⁴	\$550,129
Support Services	\$123,442
Trading & Fundraising	\$24,778
Motor Vehicle Expenses	\$11,357
Travel & Subsistence	\$0
Utilities	\$54,328
Total Operating Expenditure	\$5,232,879
Net Operating Surplus/-Deficit	\$741,428
Asset Acquisitions	\$188,232

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$384,353
Official Account	(\$28,410)
Other Accounts	\$281,915
Total Funds Available	\$637,858

Financial Commitments	Actual
Operating Reserve	\$159,412
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,000
Funds Received in Advance	\$21,954
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	\$186,366

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.