

2022 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 (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 of the previous calendar year 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 08 March 2023 at 02:05 PM by Elaine Quinn (Principal)

- This 2022 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 11 March 2023 at 03:18 PM by Kim Mace (School Council President)

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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 small 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 is 64 students, across two learning areas, Primary 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 45% and the school has a Student Family Occupation (SFO) density of 0.6038 and Student Family Occupation and Education (SFOE) density of 0.4804 This school has a staff of 12.3 full time equivalent (FTE) teachers, which includes a principal and assistant principal. There are 11.8 FTE Education Support (ES) staff, including two office administration staff, 1.9 EFT Allied Health staff, 0.4 school chaplain and 0.2 Mental Health Practitioner. 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 2022 within the domain 'Learning', Yarraville SDS's first Annual Implementation Plan (AIP) Goal focused on the Department of Education priority goal of 'supporting both those who need extra support and those who have thrived to continue to extend their learning'.

In Term 1 and 2, as part of the tutor learning initiative funding through our student resource package, we employed a tutor two days a week to work with students who we had identified through our 2021 whole school assessment data in the areas of maths, english and personal and social capability data. The tutor worked with students in both Primary and Senior learning areas who was identified as haven't making any progress or had stayed the same. Unfortunately, due to continuous staff absences and shortages over Term 3 and 4 and an increase in enrolments the tutor learning program could not be run as planned. Through professional learning communities (PLCs) and collaborative planning, teachers planned for in class interventions for students who had not made any growth or stayed the same in identified curriculum areas. The emphasis on this curriculum work was reflected in the 2022 staff opinion survey where 100% of teachers "collaborate to plan curriculum" and 92% "plan differentiated activities" and "use data for curriculum planning".

Goal 2 in our 2022 AIP focused on 'Improving learning outcomes for all students'. From our 2021 student achievement data, the curriculum area of Writing was identified as one requiring additional professional learning to build teacher capacity and improve student outcomes. To address this identified area, Primary and Senior learning area PLCs participated in an inquiry cycle with a focus on improving student outcomes in writing. Teachers used the data inputted into our new assessment tool the curriculum level tracker (CLT) to assess students against the Victorian Curriculum and determine the focus of their 'Writing' inquiry cycles. Student achievement data from our CLT indicated that from Semester 1 to Semester 2, 85% of students had made growth in writing and 11% of students had remained the same. The students whose results remained the same will be targeted through the tutor learning initiative in 2023.

The Specialist team also used the data from the CLT in the curriculum area of personal and social capabilities as this is a common focus across specialists. The Specialist PLC identified level A students as needing extra support in personal and social capabilities under the area of 'Resilience'. The focus chosen for this cohort was, 'I can be supported in changes in my day with differing levels of support'. The specialist team focused on Multiple Exposures to give students across the classes repeated opportunities to learn and practice the resilience skills from turn taking, needing a break, asking for help and identifying feelings. They were able to generalise these skills and knowledge to different environments, people, resources and activities. The environment and learning therefore became familiar and calm while supporting student learning outcomes. The focus on this area resulted in 50% of students from level A needing less supports in this area to achieve their goal.

A Key Improvement strategy (KIS) within Goal 2 was 'reviewing and embedding our agreed upon instructional model'. To achieve this, our Learning Specialist provided targeted professional learning to teachers on the High impact teaching strategy (HIT) of 'Feedback' which teachers identified in Semester 1 as being the HIT that they required the most professional learning in. The Staff Opinion Survey reflected the focus on this HIT as the positive endorsement in the area of "use of student feedback to improve practice" increased from 50% in 2021 to 69% in 2022 and 92% of teachers had a positive endorsement for "knowledge of high impact teaching strategies" and "use of high impact teaching strategies".

Wellbeing

The 2022 Wellbeing Key Improvement Strategy (KIS) was to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.' To this end, YSDS implemented a number of wellbeing programs and initiatives, including:

- appointment of a Mental Health PR Actioner to work with identified cohorts of students who require wellbeing intervention.
- appointment of a psychologist as a consultant to work with staff to support with our Tier 2 & 3 students and students who have or are experiencing trauma
- appointment of a Leading Teacher of Student Engagement and Wellbeing to drive our SWPBS program and ensure that all students who require a Behaviour Support Plan (BSP) have one
- continued Chaplaincy program, assisting families with a range of supports for example, NDIS review meetings, medical appointments, SSGs and linking families up with our OSHC program
- Allied Health team expanding their programs to include Riding for the Disabled (RDA) program and Hydrotherapy

The combination of these roles and programs have supported our students to make significant progress in their learning: 90.45% of students have shown growth within or above their level in personal and social capabilities through the Curriculum Level Tracker (CLT). The self-awareness data showed 89.4% of students progressed and 91.5% of students improved in social awareness. In the Attitude to School Survey Wellbeing Supplementary Report, 89% of students positively endorsed Emotional Awareness and Regulation which is 17% above the state average of other special schools and 83% of students positively endorsed Managing Bullying which is 2% above the state average of other special schools.

Our Parent Opinion survey also reflected the recognition of the programs by 100% endorsement in the domain of Confidence and Resiliency Skills which included 2 sub sections; 'The school provides my child with opportunities to build his/her confidence' and 'This school encourages my child to persist when learning is difficult.' 96% of Parents also felt that their child was safe at school. Our staff also rated the wellbeing components of the 2022 school Staff Opinion Survey highly with the percentage endorsement by staff in the area of school climate as 67.2% which is 5.7% above the state average of other special schools. Also, Staff Safety and Wellbeing Consultation was 70% endorsed by staff, which is 6% above the state average of other special schools.

Engagement

For our students to engage in their learning, they need to be regulated. Through the work of the SWPBS (School Wide Positive Behaviour Support) Team, they:

- supported staff to log incidents,
- provided professional learning on conducting Functional Behaviour Assessments (FBA) for students who had 10plus incidents.
- supported classroom teams through a collaborative approach from the Allied Health and Leadership team to work through this process
- implemented interventions to target the purpose of the behaviour.

This resulted in the behaviour being reduced or replaced by a socially accepted behaviour and was evidenced in the domain of Emotional and Relational Engagement for students through the Attitudes to School Survey (ATSS), with positive endorsement for Emotional Regulation increasing from 75% in 2021 to 89% in 2022. This demonstrates that students feel better equipped to regulate themselves. 100% of students have also positively endorsed effective classroom behaviour which is a 4% increase from last year. 81% of students had a positive endorsement in Sense of connectedness which is 1% more than similar schools and 89% of students indicated a positive endorsement in stimulated learning which is 9% higher than similar schools.

YSDS has worked hard to develop strong relationships and active partnerships between school and home. In our 2022 Parent Opinion survey 35% of parents completed the survey and of this 35%, 98.4% of parents had a positive endorsement in the domain 'School satisfaction' which is 14% above the state average of other special schools. 98% of parents positively endorsed the Parent Community Engagement section and 97% of parents endorsed the Student Cognitive Engagement domain which is 11% above the state average of other special schools. This is attributed to the:

- well established Seesaw communication app which allows parents to view their child's learning and educational programs
- school chaplain supporting families to navigate NDIS, Centrelink, medical appointments and Out of school hours care OSHC at YSDS
- established the Strengthening Parent Support Group meeting facilitated by McKillop Family Services
- Allied Health Workshops targeting topics identified by families through a survey
- SWPBS Parent Committee and SCR committee launching the SWPBS Shop competition where all members of the community could suggest and vote for the new name of the shop. It is now called the Beehive and families were welcomed to 'shop' with their child on opening day.
- regular Care team meetings for students in tier 2 and 3 which included student's NDIS workers to align home and school goals

In 2022 the attendance rate for students was 84.6%, which was 2.8% less than the previous year. This was due to the number of isolation days due to COVID and families choosing to keep their child home when they had cold like symptoms to avoid spreading germs or catching COVID. Families also informed us that they chose to keep their children home during certain periods as they were worried about their children putting things in their mouth and touching all surface areas. However, only 49% of our students were absent for 20 or more days which is 9% less than similar schools (58%) and 7% less than the state (56%). 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 transportation, NDIS workers and schedules to use at home.

Financial performance

The financial performance of the school over the 2022 period has been the first true year post the Covid-19 Pandemic. Spending has increased since 2021 as the school programs return to a normal operating year. This gives us a better indication of a true school year without the Covid-19 impacts. The Student Resource Package comes in 2 parts. Credit, which relates to staffing, salaries and initiatives and the cash component which is to assist in general school operations such as utilities, curriculum spending and programs. In 2022 we received \$3,519,984 SRP funding in the credit line, as reported. These funds are spent in areas that provide ongoing improvements in teaching and learning. In addition to the main streams of revenue, we also gained \$29,199 of equity funding to provide support to students at a social disadvantage. Of the SRP funding in our credit side, we spent \$3,798,787. We committed \$250,000 towards playgrounds, gardens and other peripheral costs associated with our new capital works funding. The equity funding \$29,199 was used to engage an external psychologist to undertake classroom observations of students and provide strategies and support to staff as well as staff training in Key Word Sign to provide further professional development to support our students communication. In our reflection on 2022 form staff feedback was positive on both of these initiatives and we will continue this work in 2023.

We finished the year in a surplus of \$515,539 which is less than we ended with in 2021 demonstrating that we did consciously contribute funds to the capital works, and other areas of the school to reduce the surplus and ensure we are spending received funds on providing our students with the best possible outcomes.

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 64 students were enrolled at this school in 2022, 20 female and 44 male.

38 percent of students had English as an additional language and NDP 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).

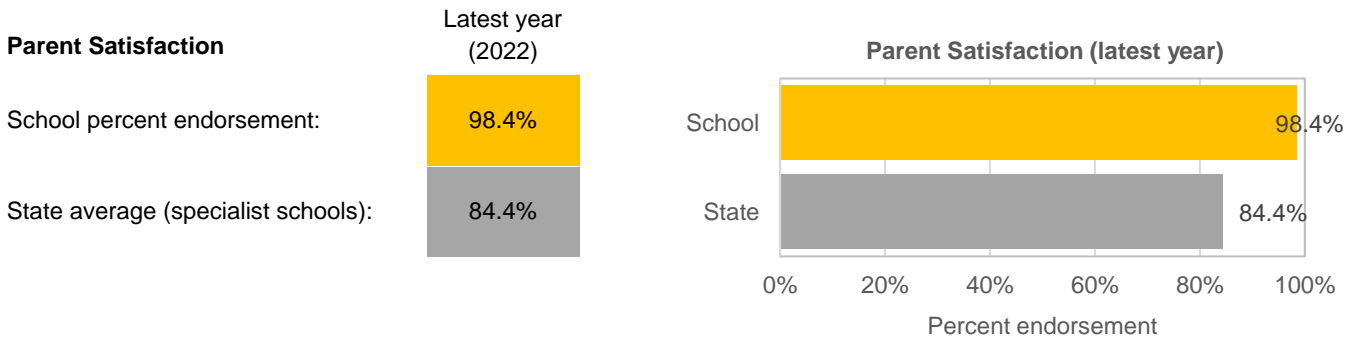
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

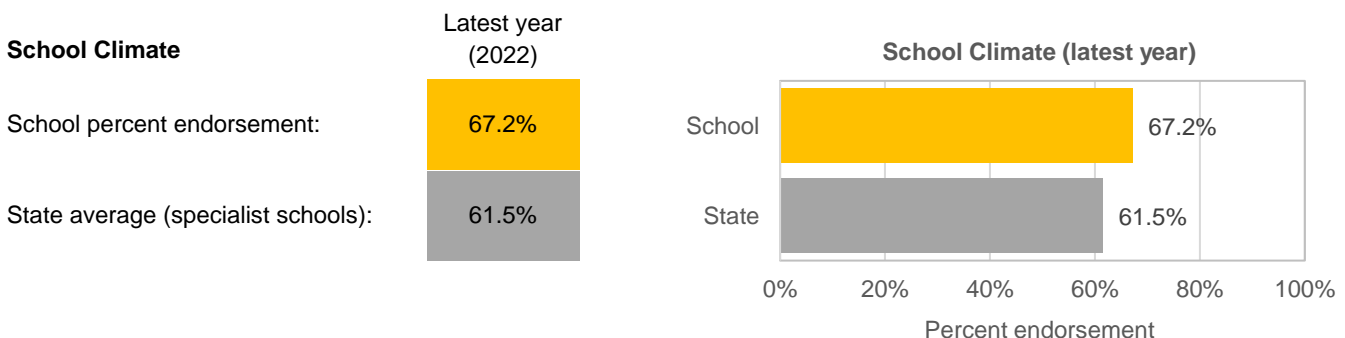


School Staff Survey

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.



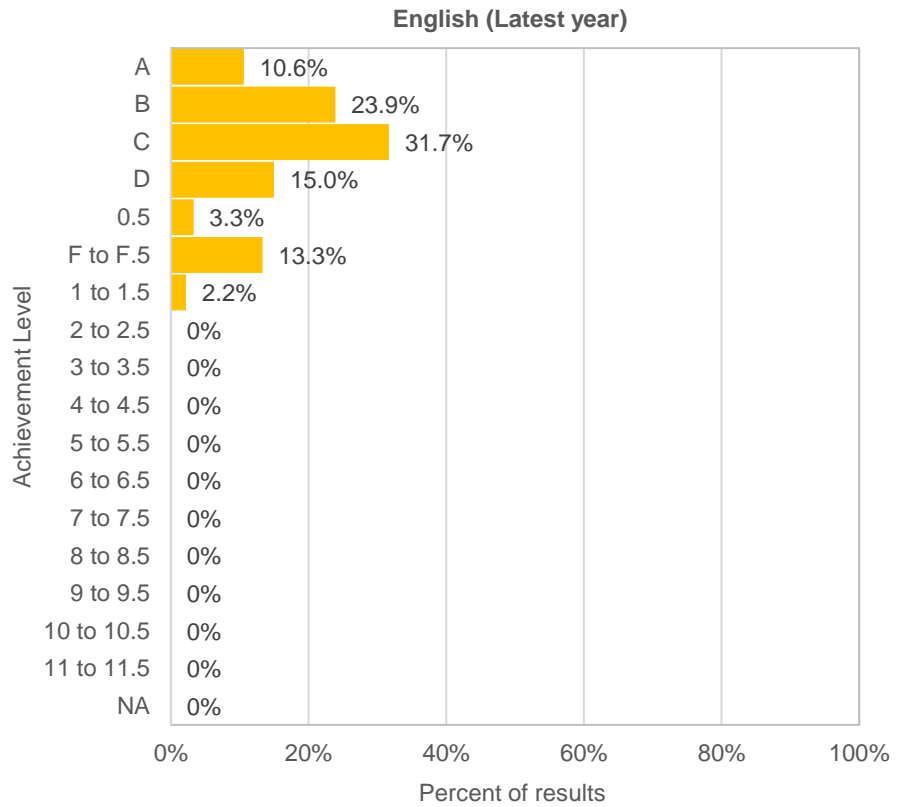
LEARNING

Teacher Judgement of student achievement

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

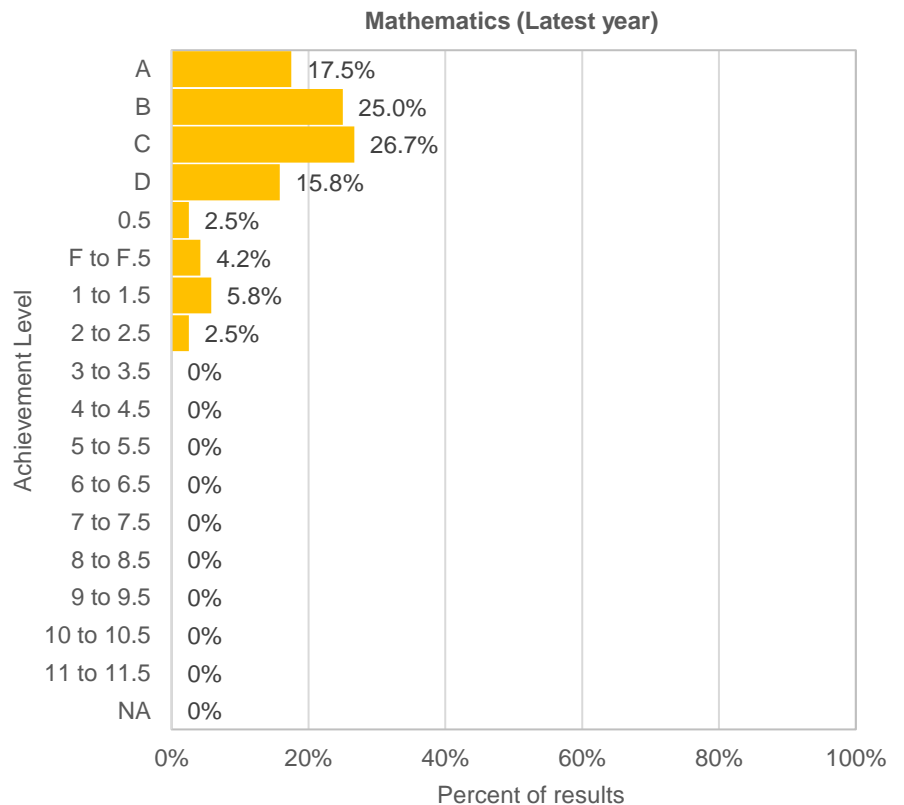
English

Achievement Level	Latest year (2022)
A	10.6%
B	23.9%
C	31.7%
D	15.0%
0.5	3.3%
F to F.5	13.3%
1 to 1.5	2.2%
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 (2022)
A	17.5%
B	25.0%
C	26.7%
D	15.8%
0.5	2.5%
F to F.5	4.2%
1 to 1.5	5.8%
2 to 2.5	2.5%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	25.5	26.8	24.6	30.5	27.0

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:	NDP	NDP	NDP	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,519,984
Government Provided DET Grants	\$732,382
Government Grants Commonwealth	\$2,200
Government Grants State	\$14,063
Revenue Other	\$15,867
Locally Raised Funds	\$29,830
Capital Grants	\$0
Total Operating Revenue	\$4,314,325

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,919
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,919

Expenditure	Actual
Student Resource Package ²	\$2,767,764
Adjustments	\$0
Books & Publications	\$97
Camps/Excursions/Activities	\$6,214
Communication Costs	\$3,140
Consumables	\$60,196
Miscellaneous Expense ³	\$222,207
Professional Development	\$14,268
Equipment/Maintenance/Hire	\$75,170
Property Services	\$75,598
Salaries & Allowances ⁴	\$407,542
Support Services	\$85,413
Trading & Fundraising	\$50,016
Motor Vehicle Expenses	\$4,386
Travel & Subsistence	\$0
Utilities	\$26,777
Total Operating Expenditure	\$3,798,787
Net Operating Surplus/-Deficit	\$515,539
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$870,281
Official Account	\$4,995
Other Accounts	\$262,611
Total Funds Available	\$1,137,887

Financial Commitments	Actual
Operating Reserve	\$160,306
Other Recurrent Expenditure	(\$285)
Provision Accounts	\$5,000
Funds Received in Advance	\$28,985
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	\$194,006

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.