

2023 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 18 March 2024 at 09:49 PM by Caitriona Toland (Principal)

- This 2023 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 22 March 2024 at 11:28 AM by Demelza DeMarte (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).

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 at the end of 2023 was 85 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 27% and the school has a Student Family Occupation (SFO) density of 0.6057 and Student Family Occupation and Education (SFOE) density of 0.4766.

This school has a staff of 20 full time equivalent (FTE) teachers, which includes a principal and assistant principal. There are 18.6 FTE Education Support (ES) staff, including two office administration staff and a Business Manager, 5 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 2023 within the domain 'Learning', Yarraville SDS's first Annual Implementation Plan (AIP) Goal focused on the Department of Education priority goal of 'student learning - with an increased focus on numeracy'. The Key Improvement Strategy aligned to this goal was to 'Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy'. To achieve this goal we continued to identify students who required targeted intervention and they were supported through the tutor learning initiative. 41 students were identified and supported through this initiative and 88% of students made growth in the curriculum area that they received tutoring for.

PLC development continued to be a focus in 2023, ensuring consistent practices in relation to documentation, PLC cycle implementation and celebration were implemented across the school. We worked alongside an external maths consultant throughout 2023, with specific Numeracy cycles as the PLC inquiry focuses for Terms 2 & 3. The impact of this work was reflected in our Semester 1 - Semester 2 comparative student achievement data in Mathematics with 94.74% of students making growth in Number.

As part of this focus on Numeracy, the leadership team undertook learning walks across the school, teachers participated in peer observations in mathematics and our learning specialist and maths consultant develop our guaranteed and viable curriculum (GVC)

in Mathematics using a Maths Pathways document. This has provided more rigor in our Maths planning sessions with teachers using this document in conjunction with our curriculum level tracker assessment tool to ensure maths lessons are targeted to students point of need and providing multiple exposure to mathematic concepts for our students.

In Term 4, PLCs completed their PLC fidelity tool evaluation again and a comparison was made against the evaluation in Term 2. Each PLC completed the tool and moderated their results as a PLC. Each PLC's results were then collated and a combined whole school result was agreed upon. The results showed the areas that we have made progress in are: Instructional Leadership, Privileged Time, Collective Efficacy and Evidence Driven. Overall across the whole tool, we are rated as embedding. As a school, the PLC fidelity tool will continue to drive how we can improve our school's PLC's process and fidelity.

This rigorous focus on PLC practice was reflected in the SOS survey the following growth was achieved:

- Guaranteed and Viable curriculum, increase from 70% to 91%
- Understand curriculum, increase from 77% - 93%
- Understand how to analyse data, increase from 54% - 71%
- Use of student feedback, increase from 69 - 79%

The leadership team also reviewed and redeveloped our whole school assessment schedule in line with the assessment that teachers are completing each year. This was workshopped at a PLC level with teachers, where they had an opportunity to provide feedback before its final completion and publishing.

Wellbeing

The 2023, the Wellbeing Key Improvement Strategy (KIS) was to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.' To address this KIS, YSDS focussed on strengthening the whole school approach towards social and emotional learning.

PLCs focused on improving student outcomes in the Personal and Social Capabilities curriculum. Teachers in the senior learning area, set the inquiry question, 'How do we move 75% of students through teaching students' appropriate self-regulation?' This required developing alternative regulation strategies to support students while the building construction took place. The outcome was that 100% of students made progress.

Teachers in the middle years learning area, asked the inquiry question, 'How can we progress 60% of students working in Level B towards accepting adult support to manage emotional expression?' They created individual choice boards and explicitly modelled and taught students how to use regulation breaks and structured regulation times to support engagement in learning. The outcome was that 90% of students made progress.

In the junior learning area, teachers asked the question, 'How can we move 50% of students working in Level A in play skills, through students showing joint attention during structured play activities?' Teachers used student interests, choice boards, modelling, and explicit teaching to engage them in play skills. The outcome was that 64% of students made progress.

By strengthening the whole school approach to social and emotional learning, students showed 86.84% growth in the personal and social capabilities curriculum and the remaining 13.16% of students remained the same. Therefore, there was zero regression.

These results were produced through the Curriculum Level Tracker (CLT), which measures progress made in the Victorian Curriculum.

The wellbeing team played a major role in supporting student social and emotional learning by:

- The Allied Health (AH) Team coaching in 91% of classrooms, guiding staff, and developing strategies to support student movement, regulation, and communication.
- All new staff to the school were trained by the Team Teach trainer so there was consistency in managing and supporting student behaviours across the school.
- The Mental Health Practitioner delivering the zones of regulation program in two classrooms and facilitating girls' and boys' groups based on identified needs by teachers or through care team meetings.
- Appointing a Wellbeing Officer, who connected with 53 families and provided support to over 40 families (51.45%) with a range of supports including regular wellbeing check ins, NDIS & Centrelink documentation and follow up, writing support letters, linking families to community services and facilitating a parent group.

Another contributing factor to improving student wellbeing is staff input. The 2023 staff opinion survey showed that trust in colleagues was 58% in 2022 and has significantly increased by 32% to 89% this year. This has directly positively impacted the active participation rates from last year of 62% to 85% this year. It is an improvement of 23%. The collective efficacy also improved by 4% and is now 87%. As a result of these positive measures, staff responses to build resilience and a resilient supportive environment increased by 21%, from 60% last year to 81% in 2023. Additionally, 85% of staff positively endorsed school staff safety and wellbeing, which was 21% higher than similar schools and 20% higher than state average.

Engagement

The 2023 staff opinion survey stated that 100% of staff believe student engagement is key to learning and similarly, 100% of staff positively endorsed discussing problems of practice. Staff requested professional learning in Key Word Sign (KWS) because they noticed students responding favourably to staff who were effective in using this daily. It complimented Proloquo2Go and was noted as a robust communication system if staff were unable to access their iPad. Therefore, all staff participated in the Key Word Sign Certificate 1 professional learning. Staff use this daily to support student communication and understanding of expectations. Staff feedback was they feel more confident to use/start to use KWS with students and have requested to complete the certificate 2 training. This has had a positive impact of 86.4% of students showing growth in the Speaking and Listening Victorian Curriculum. To support students to have every opportunity to access the universal tier 1 strategies, the SWPBS team developed a tier 1 checklist with staff and conducted learning walks to ascertain which tier 1 strategies were working well and which tier 1 strategies needed to be addressed. Classroom teams then chose a strategy that they needed to improve from term 1 and wrote a goal to improve this. Most classrooms chose to work on either using Proploquo2Go which scored 0% in term 1 or peer modelling which also scored 0% in term 1. In term 3, there was a significant improvement with 58% of classrooms using peer modelling and 64% of classrooms implementing Proloquo2Go for students to communicate.

The SWPBS team also monitored the number of incidents logged through Compass. It showed that there was a decrease in term 2 (137 incidents logged) from term 1 (149 incidents logged) which suggests the focus of work on the Tier 1 strategies and professional learning about active supervision was having a positive impact. In term 3, 202 incidents were logged as this reflected the least playground areas accessible and this reduced to 82 by week 7, term 4. The development of Behaviour Response Plans incorporating Team Teach strategies, together with the Active supervision PD for all staff, have decreased the total number of incidents logged on Compass from term 1 which was 149, to 82 by week 7, term 4. Parents have also recognised the work staff have undertaken to support promoting positive behaviours as they have 100% positively endorsed the school's consistent approach to promoting positive student behaviour and 100% staff model positive behaviour.

Parents have indicated a high level of respect for diversity, 99% and 95% positively endorsed parent community engagement through the 2023 parent opinion survey. We believe this is largely based on the communication with parents about the varied and engaging programs that are having a positive effect on students. The parent opinion survey also indicated: School communication is 95%. General satisfaction is 96%. Student pride and confidence is 97% and the school celebrates student achievements in all areas 100%. The school continues to increase the engagement and involvement of our parent community, through celebrations, excursions, parent group/workshops, SSGs, graduation, assemblies, SRC events and especially through direct communication on Seesaw.

In our 2023 Attitude to School Survey (ATToSS), 74% of students positively endorsed differentiated learning challenge which was an increase of 7% from the previous year of 67%. 86% of students indicated voice and agency was occurring, which is an 8% increase from 2022 (78%). Additionally, there was a 4% increase in sense of connectedness from 81% in 2022 to 85% in 2023. In the school performance domain of engagement, YSDS has transformed from 'renew' in 2022 to achieve 'influence' in 2023 and this is largely based on student attendance. In 2023 the attendance rate for students was 83.8% which was 0.8% less than the previous year. This is possibly due to the unfortunate gastro outbreak that the school endured for over a 7-week period, with many families choosing to keep their child at home until their child's classroom was officially free of germ free.

However, only 49% of our students were absent for 20 or more days which is 3% less than similar schools (52%) and 4% less than the state (53%). 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

2023 marked a momentous year with the major capital works being completed. Students, staff and families welcomed the brand-new junior playground and main yard outdoor spaces and sensory equipment, including, built in trampolines and swings to support sensory regulation and enjoyment. The education minister officially opened the Junior Learning area building in Term 3.

Our enrolment has dramatically increased because of the new build and the before/after school care and holiday programs. Families are delighted to have this service for their children and appreciate the range of activities, incursions, and excursions the programs offer. Enrolments were 89 at the end of 2023, a remarkable difference to 51 in earlier years.

The graduation was incredibly emotional as a student who found it challenging to enter the hall, stayed for her graduation ceremony with her family and participated in the performances. Everyone thoroughly enjoyed the ceremony.

Four senior students took turns in pairs in going to work experience to the local fruit store in Yarraville Square. This was an amazing opportunity for students to build their work-related skills and gain experience in the workplace.

Financial performance

In 2023 we received the majority of our school funding through the School Resource Package (SRP) for the amount of \$4,948,739. We received other funding through Grants and Initiatives such as Advance Funding, Sporting Schools, Variety/Rotary Grants, Toyota and other smaller grants.

Our expenditure was higher than previous years as a result of significant top ups to our capital works. It cost \$1,019,670 to run the cash budget side of the school in 2023. The main expenses included;

Air conditioning for the Community Hall

Completion of the cabinetry in the JLC

Landscaping throughout the school

Playground top up funds

These expenses amounted to over \$500,000 dollars of approved spendings passed through school council.

As the year came to a close we still had \$922,574 in the Hi Yield and Official Account and our Credit Surplus was \$1,127,288.

Financially the school ended 2023 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 78 students were enrolled at this school in 2023, 23 female and 55 male.

36 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).

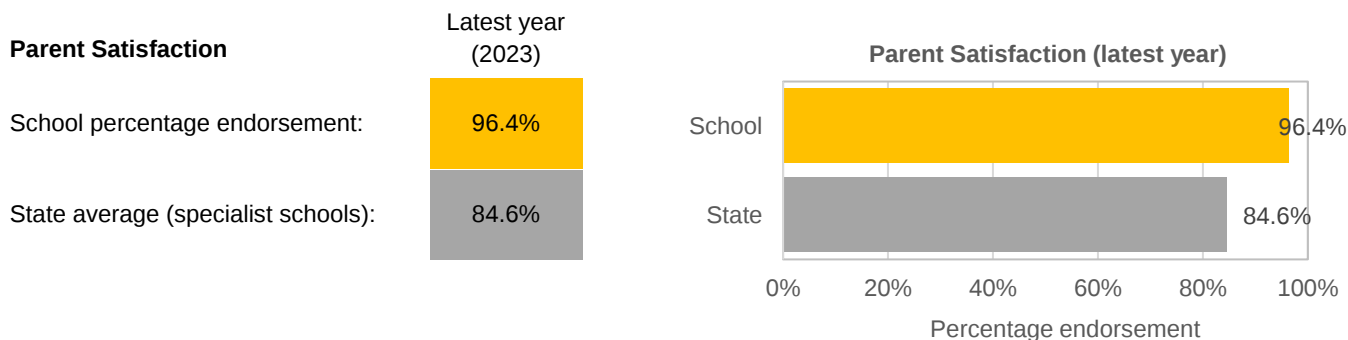
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

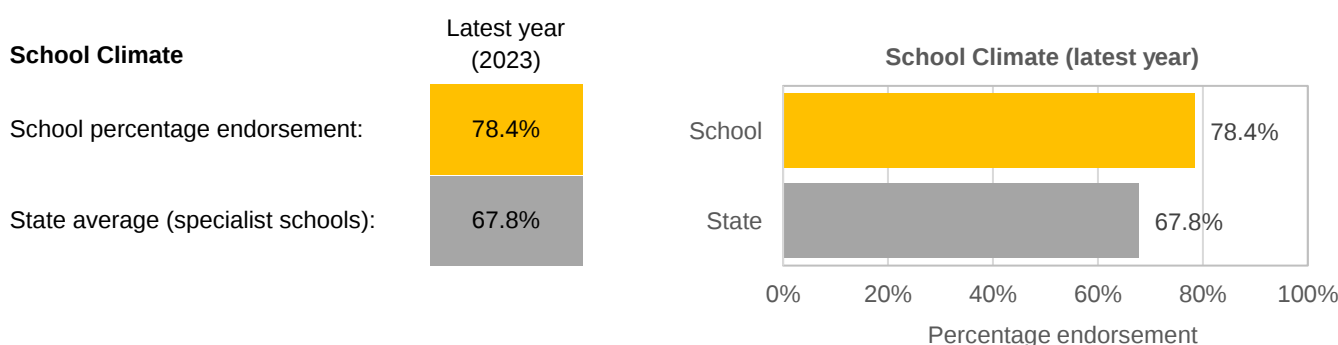


School Staff Survey

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.



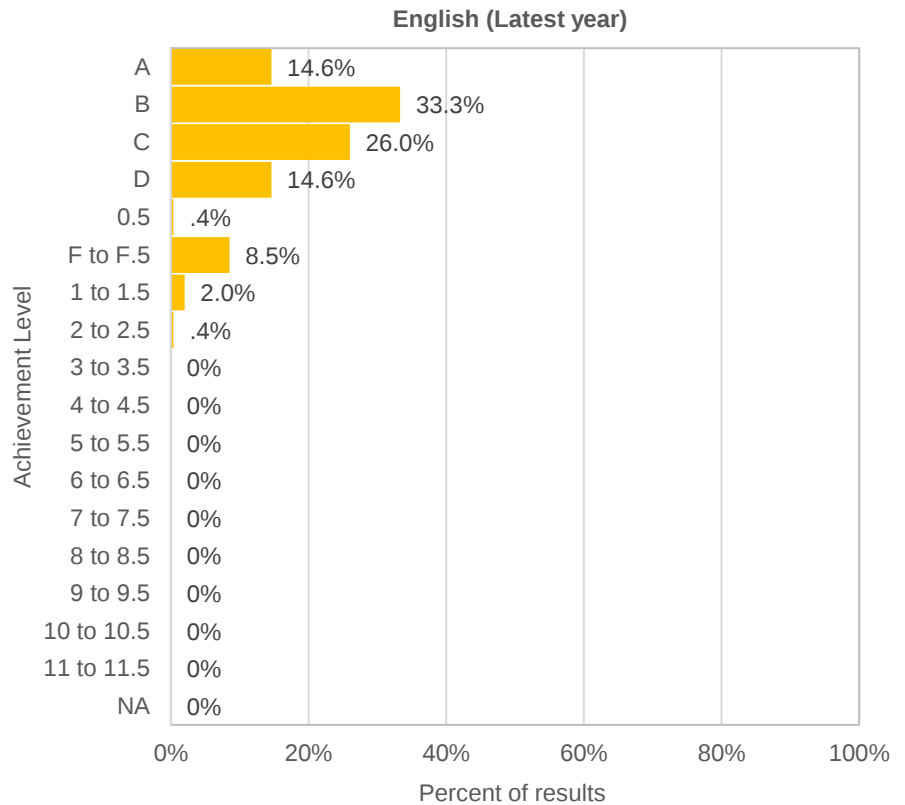
LEARNING

Teacher Judgement of student achievement

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

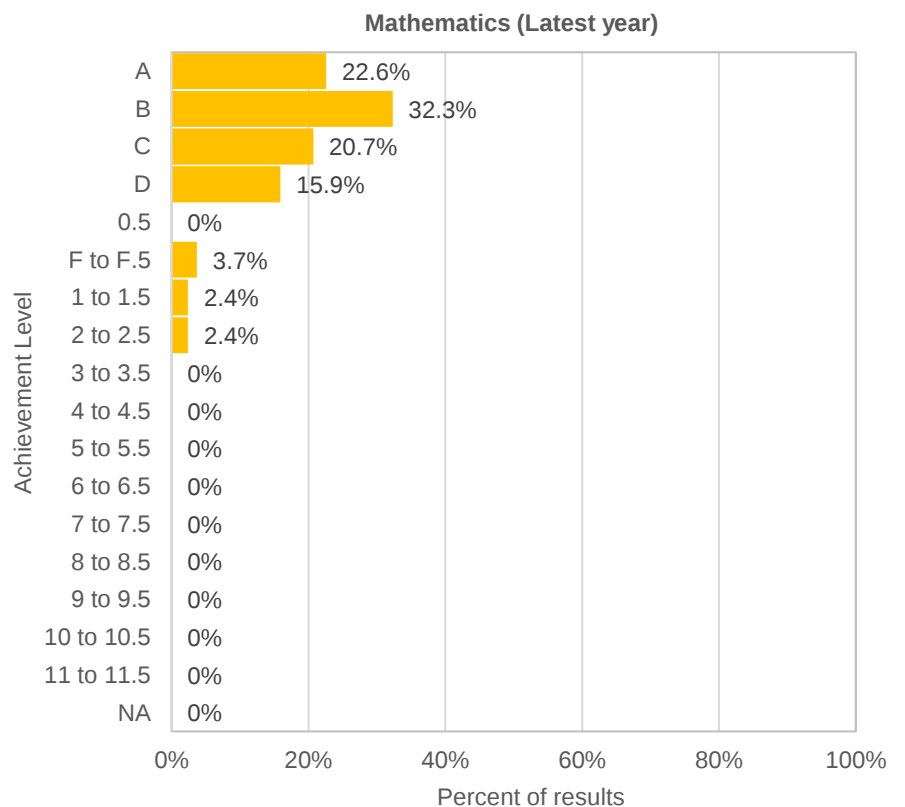
English

Achievement Level	Latest year (2023)
A	14.6%
B	33.3%
C	26.0%
D	14.6%
0.5	0.4%
F to F.5	8.5%
1 to 1.5	2.0%
2 to 2.5	0.4%
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 (2023)
A	22.6%
B	32.3%
C	20.7%
D	15.9%
0.5	NDA
F to F.5	3.7%
1 to 1.5	2.4%
2 to 2.5	2.4%
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	2020	2021	2022	2023	4-year average
School average number of absence days:	26.8	24.6	30.5	32.1	28.8

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	NDP	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,625,515
Government Provided DET Grants	\$1,145,441
Government Grants Commonwealth	\$3,900
Government Grants State	\$19,800
Revenue Other	\$57,030
Locally Raised Funds	\$56,985
Capital Grants	\$0
Total Operating Revenue	\$5,908,671

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,599
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,599

Expenditure	Actual
Student Resource Package ²	\$3,475,217
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$11,428
Communication Costs	\$3,133
Consumables	\$79,276
Miscellaneous Expense ³	\$4,780
Professional Development	\$21,171
Equipment/Maintenance/Hire	\$87,682
Property Services	\$20,806
Salaries & Allowances ⁴	\$377,783
Support Services	\$148,789
Trading & Fundraising	\$55,494
Motor Vehicle Expenses	\$16,088
Travel & Subsistence	\$0
Utilities	\$58,213
Total Operating Expenditure	\$4,359,862
Net Operating Surplus/-Deficit	\$1,548,809
Asset Acquisitions	\$341,117

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$894,466
Official Account	\$26,613
Other Accounts	\$270,110
Total Funds Available	\$1,191,189

Financial Commitments	Actual
Operating Reserve	\$145,445
Other Recurrent Expenditure	(\$158)
Provision Accounts	\$5,000
Funds Received in Advance	\$30,315
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	\$180,601

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.