2025 Annual Report to the School Community

School Name: Springvale Park Special Developmental School (5164)

- 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 02 April 2026 at 11:59 AM by Kai Pukarinen (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 02 April 2026 at 12:00 PM by Kai Pukarinen (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

Springvale Park Special Developmental School (SDS) is an innovative and dynamic centre of learning for students with moderate to severe intellectual disabilities. Some students also have physical disabilities and comorbidity with autism spectrum disorder. Our vision at Springvale Park SDS is to empower our students by building independence through functional life skills, communication and to equip them for the world in which they live. Our mission is that we believe that we have a responsibility to shape the fabric and identity of the school as a learning community which will maximise independence, individual potential and meet the needs of all learners. Our values are Compassion, Integrity and Respect.

199 students were enrolled at this school in 2025 at the August census. There were also 24 children also enrolled in the Early Education Program. The overall Student Family Occupation Education (SFOE) was 0.5500 which places its band value as High and above the state median index. The school is represented by 34 different nationalities with 71% of students having English as an additional language.

The school had 89.7 FTE staff including 3 Principal class, 2 leading teachers, 3 learning specialists, and in total 39 non-teaching staff including administration, therapists, class based ESO's and 43 teaching staff. The school is located at 13-15 Sandown Road Springvale, directly opposite Springvale railway station. The school comprises of six subgroups including, 6 Early Education classes, 3 Foundation classes, 11 junior classes, 5 middles classes, 4 intermediate classes and 5 senior classes.

All teachers used diagnostic assessment tools from Early ABLES (Abilities Based Learning and Education Support), ABLES for school aged students (English, Social and Personal Learning and Numeracy) as well as Emergent, Transitional and Conventional Literacy assessments. The speech therapists continued to embed the Roadmap of Communicative Competencies (ROCC). Student Individual Education Plans (IEP) are based on the data collected by staff from the previous year from the forementioned assessments. This provided highly targeted goals in literacy and communication, which informed teaching and learning practices in the classroom. Which provided a clear link to the curriculum and students' progression in all areas of learning.

Therapy was delivered via a multi-tiered system with allied health in classrooms for some of the week where the students were engaging in their learning, but also actively consulting with staff in regard to students who may require tier 2 or 3 interventions and advice. Therapy assists the students to access the core curriculum by working in collaboration with teachers to overcome barriers to learning.

The average number of absences was 38.3 which was slightly higher than the previous year. The overall attendance rate was 88% which showed a positive improvement trend overall.

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey, was 97% positive endorsement. This considerably higher than the state average for similar schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school prioritised strengthening instructional leadership, data literacy and curriculum implementation to maximise student growth. These improvements reflect strengthened Professional Learning Community (PLC) structures and distributed leadership practices.

Key Improvement Strategy 1.a was Strengthening Literacy and Communication through IEP Implementation. Our actions focused on developing leadership–teacher partnerships to improve literacy and communication goal setting within IEPs.

Key initiatives included:

- Leadership audit and moderation of IEP goals
- Whole-school professional learning in Comprehensive Literacy Instruction and AAC systems
- Engagement of external consultants to support AAC implementation and literacy pedagogical practices
- PLC-based professional learning aligned to VTLM 2.0, particularly Enabling Learning
- Continued implementation of assessments that track student communication growth

Outcomes and Impact

IEPs increasingly reflected:

- Specific, measurable literacy and communication goals
- Clear teaching strategies and adjustments
- Strong alignment to curriculum progression

Curriculum documentation demonstrated increased differentiation. Assessment data showed student growth or maintenance across communication domains. Staff demonstrated improved confidence in analysing assessment data and developing targeted interventions.

Key Improvement Strategy 1.c was Embedding the Accredited 16+ Curriculum (ASDAN)

To strengthen senior pathways, ASDAN Towards Independence was embedded within the Senior School.

Key actions included:

- Professional learning in ASDAN implementation and moderation
- Establishment of internal moderation processes
- Parent sessions to strengthen understanding of post-school transitions
- Integration of ASDAN modules into Senior work programs

Outcomes and Impact

Senior students engaged in accredited modules aligned to individual pathway goals. Teachers successfully submitted modules for moderation. Learning walks confirmed consistent implementation across Senior classrooms.

This work strengthened transition planning and supported structured post-school pathways.

Wellbeing

In 2025, the school strengthened its whole-school approach to wellbeing and family partnerships. The 2025 School Performance Report assessed Springvale Park SDS at the High level for Wellbeing performance.

Key Improvement Strategy 2.a was Developing a Whole-School Approach to Wellbeing

Actions included:

- Whole-school Berry Street training
- Masterclasses for key leaders
- Structured wellbeing check-ins for identified students
- Strengthened SWPBS data tracking through Compass
- Investigation and implementation of evidence-based emotional regulation approaches

Outcomes and Impact

Curriculum documentation reflected increasing integration of social and emotional learning. IEPs incorporated wellbeing goals aligned to Social and Personal Capability.

Improved behaviour data tracking enabled targeted interventions. Baseline data collection strengthened monitoring of student wellbeing.

Student Attitudes to School Survey data demonstrated strong results in connectedness, inclusion and student voice.

Key Improvement Strategy 2.c was to continue Strengthening Partnerships with Families

Actions included:

- Parent professional learning sessions on communication, wellbeing and behaviour support
- Increased parent engagement through online communication channels
- Development of family wellbeing resources
- Continued playgroup programs
- Engagement of consultant to support teacher capability in managing complex behaviours

Outcomes and Impact

Family participation increased, strengthening trust and collaboration. Referral pathways to allied health and mental health supports were clarified. Teacher capability in responding to complex behaviour improved through observation-feedback coaching.

Social engagement measures exceeded state averages including Sense of Connectedness, Sense of Inclusion, Student Voice and Agency and Stimulated Learning all assessed in the High performance group.

Engagement

Springvale Park SDS continued to support improved student attendance patterns. In 2025 the school appointed an Attendance Officer to liaise with families of students who were experiencing disrupted school attendance. Reengagement plans were put in place for chronic non-attenders and regular communication with families was prioritised. The school implemented Compass as a tool to improve the tracking of student attendance patterns. Attendance coding was reviewed with staff to improve the accuracy of data. Student attendance was regularly monitored with students showing troublesome attendance patterns being escalated to the Attendance Officer. Processes for attendance marking were reviewed with expectations for staff to record attendance twice daily reinforced. For students requiring intervention to support attendance, school staff ensured that an Individual Education Plan was in place, an Attendance Support Plan was designed and shared with parents/carers and an Absence Learning Plan was put in place if necessary. Regular Student Support Group meetings reviewed these plans and ensured all was being done to promote improved school attendance. When there was a lack of engagement from families for these processes, the school used staged response school attendance letters to reinforce the importance of planning together with the school.

Aside from these formal processes, Springvale Park SDS remained committed to creating a safe, supportive and welcoming educational environment to ensure every student has a great day at school every day.

Student engagement is enhanced when the school builds positive connections with its parent community. Our parent group continued to grow and offered a caring support network for many families. The parent group expanded into an additional special group that provided support in unique languages. This group supported school programs such as the mothers' day stall, fathers' day stall and world teachers' day. Parent attendance for many of our workshops was very high. The wellbeing team arranged several workshops over the year on topics such as promoting healthy sleep, sexual health and nutrition.

Financial performance

Springvale Park SDS maintained a sound financial position in 2025. The Strategic Plan along with the 2025 Annual Implementation Plan, continued to provide the framework for school council allocations of funds to support programs and school priorities. The financial performance showed a surplus at the end of the year ($1,190,884) despite investing more heavily in staffing during the year. This surplus is the result of strong Disability Inclusion Profile outcomes and the associated resources being finalised late in the year. Extensive funds were spent on casual replacement staff ($1,392,225) due to teacher shortages and the inability to fill all advertised vacancies despite constantly advertising positions. Other major expenditure items included: a significant School Council approved contribution to our hydrotherapy pool project ($700,000), a termly school

painting program ($65,000), external lighting to improve safety ($15000), furniture and equipment for the new Senior Learning Centre ($61,000), purchase of new technology resources including interactive screens and iPads ($35,000) and playground improvements ($15,000).

Springvale Park received $197,782 in equity funding which was used to develop our learning and wellbeing programs. More specifically equity funding supported the implementation of trauma-informed practices (Berry Street), literacy resourcing, technology resources, external consultants to support pedagogical practices and occupational therapy equipment to support safe student travel.

Other funding that was received by the school included a furniture and equipment grant for the new Senior Learning Centre $217,593, grant to support therapy dogs in schools $43,636, Camps Sports and Excursions Fund $17,170 and the School Savings Bonus $77,600.

For more detailed information regarding our school please visit our website at https://www.springvaleparksds.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 194 students were enrolled at this school in 2025, 64 female and 130 male. 68% had English as an additional language and NDP 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**	**96.6%**
	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**	**61.0%**
	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	27.4%
B	School	34.0%
C	School	26.6%
D	School	9.5%
0.5	School	1.5%
F-F.5	School	1.1%
1.0-1.5	School	0.0%
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	33.8%
B	School	31.8%
C	School	21.0%
D	School	8.3%
0.5	School	1.3%
F-F.5	School	3.8%

		2025
1.0-1.5	School	0.0%
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**	**25.9%**	**28.8%**
	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
Ungraded	**School**	**38.3**	**38.4**
	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**	**80.6%**

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	$11,185,152
Government Provided DET Grants	$2,569,679
Government Grants Commonwealth	$0
Government Grants State	$273,496
Revenue Other	$117,610
Locally Raised Funds	$46,276
Capital Grants	$0
Total Operating Revenue	**$14,192,213**

Equity	Actual
Equity (Social Disadvantage)	$197,782
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$197,782**

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

Expenditure	Actual
Student Resource Package[1]	$10,021,639
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$35,063
Communication Costs	$8,451
Consumables	$119,351
Miscellaneous Expenses[2]	$68,945
Agency Staff	$821,146
Professional Development	$58,402
Equipment/Maintenance/Hire	$304,620
Property Services	$292,494
Salaries & Allowances[3]	$247,038
Support Services	$726,947

Expenditure	Actual
Trading & Fundraising	$12,457
Motor Vehicle Expenses	$38,990
Travel & Subsistence	$0
Utilities	$89,877
Total Operating Expenditure	**$12,845,419**
Net Operating Surplus/-Deficit	**$1,346,794**
Asset Acquisitions	**$65,325**

[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	$1,723,070
Official Account	$33,809
Other Accounts	$0
Total Funds Available	**$1,756,879**

Financial Commitments	Actual
Operating Reserve	$470,630
Other Recurrent Expenditure	$0
Provision Accounts	$2,454
Funds Received in Advance	$19,220
School Based Programs	$11,901
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$1,933
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$1,477,915
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	**$1,984,053**

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.