

2022 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 (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 03 April 2023 at 09:58 AM by Jackie Lowther (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 05 April 2023 at 10:15 AM by Jason Debski (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

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. 205.1 students were enrolled at this school in 2022 at the August census. The total enrolments included children enrolled in the Early Education Program. The overall Student Family Occupation Education (SFOE) was 0.5456 which is high and above the state median index. The school is represented by 39 different nationalities, the largest subgroup is English. The school had 83.9 FTE staff including 2 Principal class, 3 leading teachers, 3 learning specialists, 1 tutor and in total 45.8 non-teaching staff including administration, therapists, class based ESO's and 38.6 teaching staff. The school is located at 13-15 Sandown Road Springvale, directly opposite Springvale railway station. The school comprises of seven subgroups including, 4 Early Education classes, 3 Foundation classes, 10 junior classes, 5 middle classes, 3 intermediate classes and 4 senior classes. All students are on the Program for Students with a Disability (PSD) and 100 % showed satisfactory or above progress towards their individual learning goals. Two students are of Aboriginal and Torres Strait Islander origin. There are no staff of Aboriginal and Torres Strait Islander origin. A special project completed in 2022 was the installation of a large bike shed to accommodate our substantial bike education program. We spent considerable money on literacy, mental health professional learning and active panels for the classrooms. The mental health of students, staff and the wider school community was paramount and continues to be a priority. Specialist programs included Health and PE, and Sustainability including planting and maintaining the school's vegetable gardens, composting, worm farm and harvesting and cooking. Riding for the Disabled was re-instated in 2022 along with Hydrotherapy, swimming, music therapy, extensive bike education and ME TV. Teachers worked in Professional Learning Communities to foster collaborative learning. School age students accessed the Victorian Curriculum from A-D with a small number of students accessing Foundation. Children in the Early Education Program accessed the Victorian Early years Learning and Development Framework. Senior students accessed the Pathways curriculum to prepare them for post school options.

Therapy was delivered in classrooms where the students are engaging in their learning, with the exception of physiotherapy so that provision was functional and meaningful. Therapy assists the students to access the core curriculum. All teachers and therapists continue to be provided with an iPad to improve practice and ensure they are up to date with the latest technology.

Absent data remained high with the average number of absences at 45.1 which is an increase from the previous year. There was still some uncertainty and hesitation from a small number of parents due to COVID 19. Families began to travel back to their country of origin once borders opened.

All teachers used diagnostic assessment tools from Early ABLES (Abilities Based Learning and Education Support), ABLES for school aged students (English and Social and Personal learning and Numeracy), Emergent and Transitional Literacy assessments. and the speech therapists assessed using the Roadmap of Communicative Competencies (ROCC). Data was also collected on behaviours of concern via Xuno.

Parent satisfaction summary measures, FISO Positive climate for learning Framework factor "Promoting positive behaviour was 90% and "Respect and Diversity" was 100%." Excellence in Teachings and Learning" Framework factor Stimulating learning environment was 91%.

Staff Health and wellbeing as measured on the school staff survey was 73% and in alignment with similar schools across the state.

100% of exiting students had a positive transition to post school options.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we focused on implementing assessments and its application in improving student outcomes through increased teacher data literacy by looking deeper into the data we had and following an inquiry cycle through our Professional learning Communities. These resulted in identifying individual areas of needs for our students and the development of some assessments for shared reading. Further to this a transitional literacy assessment was added along our already implemented emergent literacy

assessment. Teachers were engaged in collecting another year of literacy assessment data from our students. Staff participated in a professional learning session to help them understand and interpret the literacy data collected and how to apply it to their classrooms.

Students continued to be provided with the necessary adjustments needed to participate and engage in learning. Teachers identified and individualized these learning needs in their unit planning, weekly lesson plans and Individual Learning Plans (ILP). To continue to provide further support for students in their learning the tutor program continued to focus on literacy, particularly writing. This intervention was provided to targeted students and based on assessments from the Modified Bridge and the Developmental Writing Scale. Students have been assessed against both and improvement across all students was identified. The tutor completed two cycles running a semester each, during which time the tutor provided 1-1 writing instruction to identified students over two to three sessions a week.

Wellbeing

Wellbeing continued to be a major focus for 2022 for students, staff and the wider school community. Although we resumed face to face teaching and learning, not all families were ready for their children to return to school due to the fear associated with COVID - 19. Two students had extensive absenteeism resulting in high absentee data. We focused on what our students can do regardless of their individual disabilities. The school employed a leading teacher, Student wellbeing in 2022. We ran programs to promote wellbeing such as student awards celebrated through the school newsletter and on Seesaw, House Captains, Sustainability and Technology Captains, School and Vice Captains. Student voice continues to be a priority for our school. In 2022 we welcomed new members to our Student Representative Council (SRC), who took photographs that were exhibited at the Noble Park Art show. They raised funds to support our community fund that helps families in need with essential items who are experiencing hardship and organised lunch order days and whole school BBQ. We provided safety education including cyber safety, stranger danger, road safety and independent living skill safety. All students are supported through transitions within the school and to post school options. Staff worked closely with service providers and families to find the most suitable post school option for each student. We ensured all students were healthy and safe, including medical conditions such as anaphylaxis, asthma, epilepsy, administration of medication and other health related conditions. All relevant staff were trained in the management of specific medical conditions. We maximise the independent potential of all of our students. The school Mental Health Practitioner, social worker and the wellbeing team support students and their families. We continue to provide food hampers for families who are struggling financially. Our graduates and their families and staff had a wonderful celebration off site to mark their final year.

Engagement

Springvale Park SDS continued to make progress in student engagement. After years of COVID lockdowns teachers, education support staff and therapists worked really hard to re-engage the students in face-to-face learning providing structure and routine. Behaviours of concern escalated during lockdown in 2021 requiring staff to re-establish relationships and focus on behavioural and emotional regulation. Students had to readjust to school routines. The students loved being back at school full time and this is reflected in the Attitudes to School Survey where 73% of students attested that they engaged in 'Stimulated Learning'. Parent Opinion survey results indicated that 100% of parents felt that "The teachers are very good at making learning engaging." Parent Opinion results indicated that 80% positively endorsed "The General Satisfaction framework factor". Student engagement and participation is celebrated using a variety of mediums. SRC members are elected by their peers for 2 years. New members are elected each year as students graduate from school. The SRC are actively involved in decision making where appropriate and their voices are heard, and suggestions actioned. We continue to have a buddy system where senior students assist foundation students on and off the bus each day. We continue to promote a positive leaning environment for all students through School Wide Behaviour Support Systems and continue to employ a social worker. The school offered programs designed to engage the students including but not exclusive to:

- School Wide Positive Behaviour Support
- Harmony Day
- Camps, incursions and excursions
- Work experience
- Riding for the Disabled
- Student Representative Council

Financial performance

Springvale Park SDS maintained a very sound financial position throughout 2022. The strategic plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The financial performance shows an end of year surplus. This was due to sound financial management.

We received grants from Active Schools to supplement our sporting programs and activities and a grant from the Department to build a new bike shed. We received funding for the Advance program and a grant for the installation of new shade sails.

We bought new Active panels for 13 classrooms to replace old Interactive Whiteboards, spent considerable funds on literacy implementation, increased and replaced staff and class iPads, built a new large bike shed, spent considerable funds on professional learning with a focus on Mental Health First Aid and Comprehensive Literacy. We spent \$540,000 on casual relief staff due to illness, COVID - 19 infection leave and long service leave. All equity money was expended and accounted for.

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 205 students were enrolled at this school in 2022, 70 female and 135 male.

74 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).

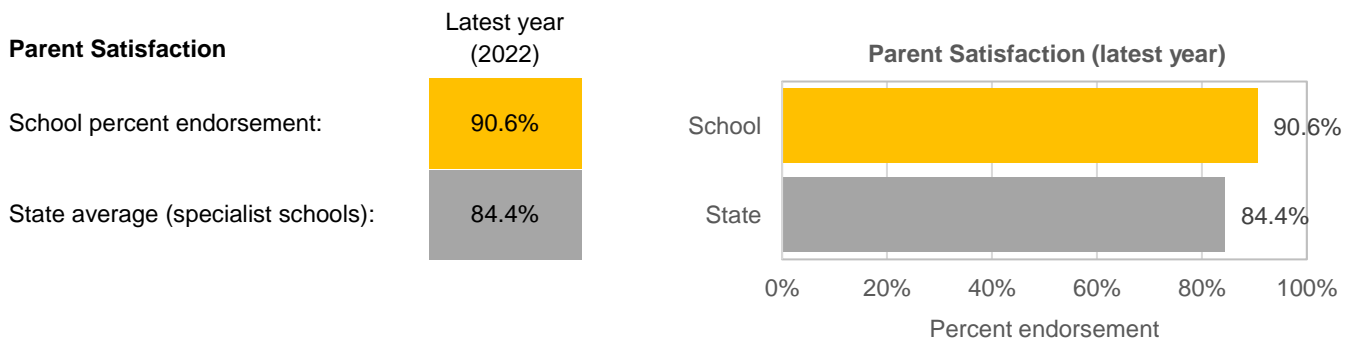
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

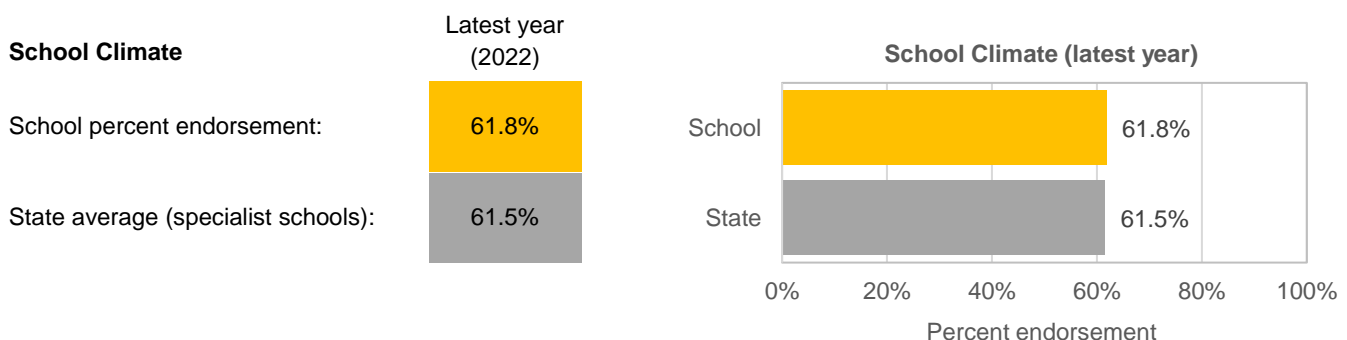


School Staff Survey

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.



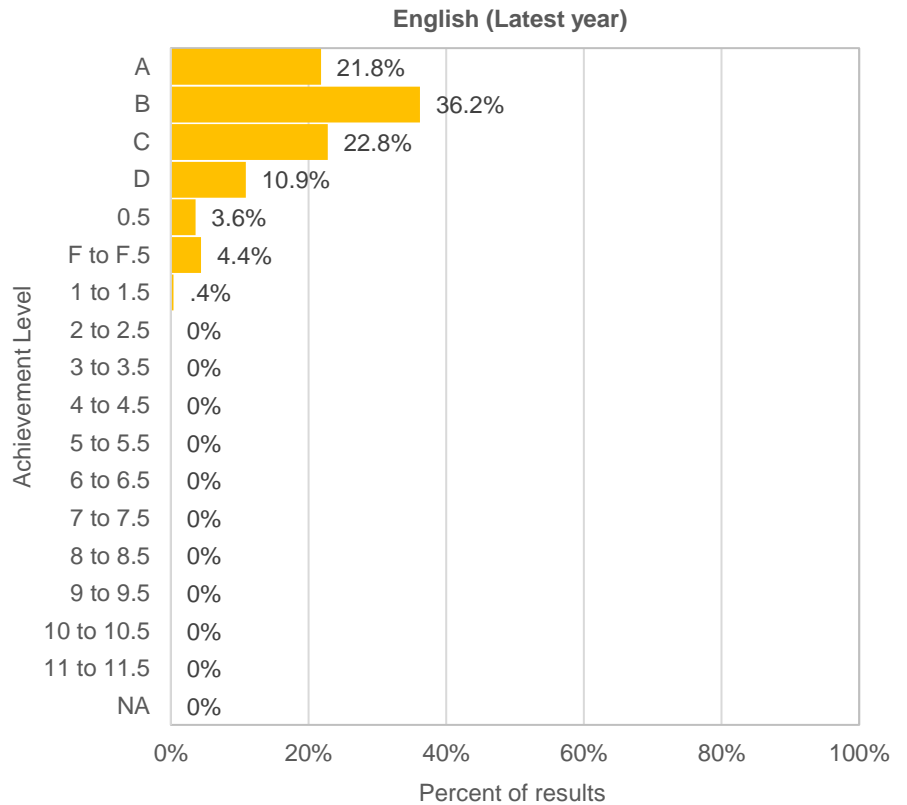
LEARNING

Teacher Judgement of student achievement

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

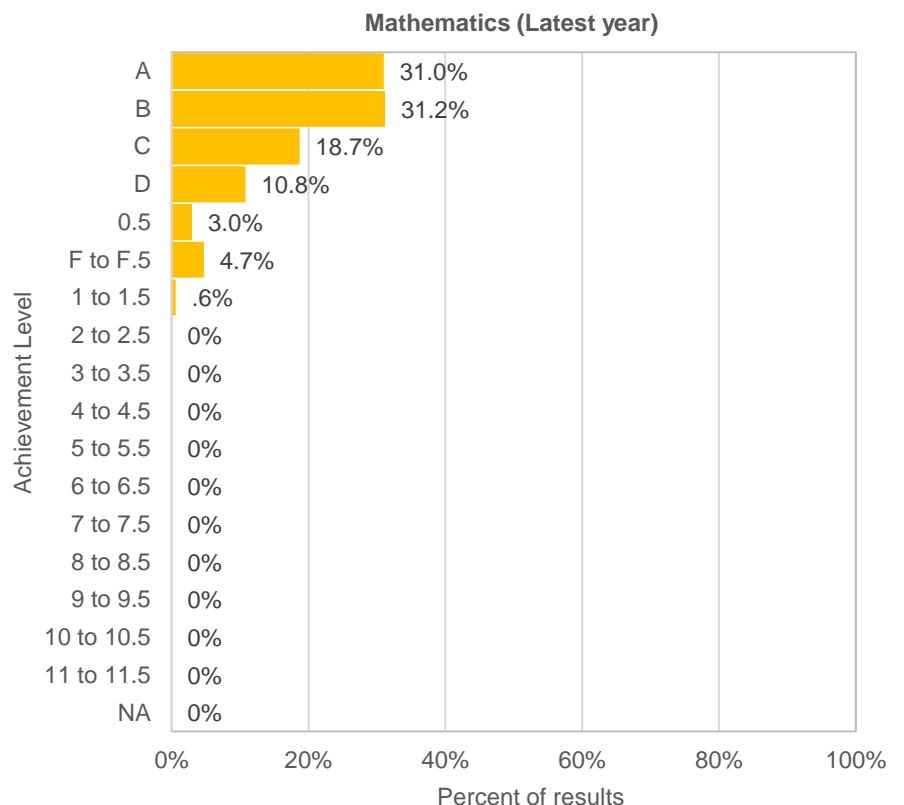
English

Achievement Level	Latest year (2022)
A	21.8%
B	36.2%
C	22.8%
D	10.9%
0.5	3.6%
F to F.5	4.4%
1 to 1.5	0.4%
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	31.0%
B	31.2%
C	18.7%
D	10.8%
0.5	3.0%
F to F.5	4.7%
1 to 1.5	0.6%
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



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:	32.6	43.7	32.3	45.1	38.4

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:	100.0%	100.0%	100.0%	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	\$11,020,820
Government Provided DET Grants	\$593,598
Government Grants Commonwealth	\$0
Government Grants State	\$67,816
Revenue Other	\$17,688
Locally Raised Funds	\$31,211
Capital Grants	\$0
Total Operating Revenue	\$11,731,133

Equity ¹	Actual
Equity (Social Disadvantage)	\$147,453
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$147,453

Expenditure	Actual
Student Resource Package ²	\$8,805,772
Adjustments	\$0
Books & Publications	\$503
Camps/Excursions/Activities	\$62,719
Communication Costs	\$7,317
Consumables	\$119,229
Miscellaneous Expense ³	\$39,091
Professional Development	\$59,301
Equipment/Maintenance/Hire	\$197,905
Property Services	\$114,922
Salaries & Allowances ⁴	\$631,817
Support Services	\$13,787
Trading & Fundraising	\$11,226
Motor Vehicle Expenses	\$20,843
Travel & Subsistence	\$0
Utilities	\$62,296
Total Operating Expenditure	\$10,146,728
Net Operating Surplus/-Deficit	\$1,584,406
Asset Acquisitions	\$283,765

- (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	\$212,194
Official Account	\$15,441
Other Accounts	\$0
Total Funds Available	\$227,635

Financial Commitments	Actual
Operating Reserve	\$211,682
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$63,522
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$69,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$586,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$930,204

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.