**2018 Annual Report to**

**The School Community

School Name: Diamond Valley Special Developmental School (5161)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2018 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.
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| Attested on 19 March 2019 at 12:32 PM by Justin Esler (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, 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.
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| Attested on 03 April 2019 at 10:55 AM by Joanne Laver (School Council President) |

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**About Our School**

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| School context |
| Diamond Valley Special Developmental School has been proudly educating children with special needs for over thirty years. Our motto is ‘Live, Laugh, Learn.’ We provide a safe and effective learning environment for students with moderate to severe intellectual disabilities. Our school is located in Greensborough and caters for a 2018 population of 127 students ranging in age from three to eighteen years. The school has six offsite satellite classrooms in three local schools; one at Briar Hill Primary School, two at Apollo Parkways Primary School and three at Greensborough Secondary College. We have a second campus in the Whittlesea township, meeting the needs of local students with physical disabilities. Classes and programs are constructed after policy referencing and consideration of the student’s age, capabilities and learning priorities. Diamond Valley Special Developmental School proposes that students need to develop a set of knowledge, skills and behaviours that will prepare them for success in their adult life. With this in mind, and our school vision ‘Everyone’s world becomes a better place’, our school educational programs aim to develop student capabilities to:(1)Manage themselves as individuals and in relation to others, (2) Understand the world in which they live, (3) Develop skills, knowledge and understanding. We have recently embarked on a Child-Centered Learning approach that ensures a multi-disciplinary team works collaboratively to set goals for each student and delivers lessons to ensure the communication and sensory needs of our students are met. This approach drives the professional learning for our staff ensuring that the learning our staff undertake is having a direct impact on our students learning. |
| Framework for Improving Student Outcomes (FISO) |
| FISO INITIATIVE- PARENTS AND CARERS AS PARTNERS KIS- To develop a database of relevant facilities, services and organisations within our locality and increase professional collaboration with other services.PROGRESS- A database has been developed and is now ready to be shared with the community. The database will be shared on the school website and this will give teachers and families the opportunity to make contact and access supports that are based within the community.KIS- To develop and strengthen the transition process across the schoolPROGRESS- A professional learning team worked do develop some transition guidelines establish a transition document that is to be used in 2019 consistently throughout the school and its various transition opportunities. Teachers are now identifying students that are suitable for satellite room attendance and independently coordinating their own trial/ transition opportunities.EVALUATING IMPACT ON LEARNINGKIS- Develop a whole school approach to a standardised assessment, recording and digital tracking of literacy data.PROGRESS- Developing a whole school approach to a standardised assessment, recording and digital tracking of literacy data is a very large and long term piece of work. The breadth of communication abilities throughout the school has required a whole school approach to supporting student communication. This has led to the 'More to Say' campaign and greatly supports the promotion of student voice and agency throughout the school. This new approach has taken some to embed and has led to a complete rationalisation of the schools meeting and professional learning structure leading into 2019. Professional learning opportunities will be collaborative with multi-disciplinary teams being involved. HITS have also been a feature of professional learning. |
| Achievement |
| All students at Diamond Valley SDS have an individual education plan and all made satisfactory progress towards their individual learning goals. As reported in Appendix 1 data tables below, Diamond Valley SDS students achievement levels range from A to level 2 in English and A to Level 3 in Mathematics, with approximately 80% of students operating in the A-D range in Mathematics and English. The Victorian Curriculum was the sole teaching reference document used in 2017. All 2017 school wide goals have been evidenced against their success criteria as stated in the 2017 AIP. Key improvement areas in student learning and engagement are evident in student achievement and IEP outcomes. Targets include the effective use of resources, development of student sensory profiles, creation of individual student communication profiles development of school wide PBS.  |
| Engagement |
| Our students all have an individual learning plan that caters for their individual needs with the aim of ensuring that they each receive an engaging instructional program. We have horse riding and swimming on site which are highly engaging and educational programs promoting self-esteem, tolerance, trust and confidence. Students develop their communication, basic motor skills, body awareness and physical capacity also while participating in these programs. Many of our students have complex medical needs. Some will need extended stays in hospital, have extended periods of sickness or days off school to attend medical and therapy appointments. We support these students by making regular contact and providing social stories and other communication aids to support a smooth transition back to school. We have a teacher designated to represent our students in out of home care in line the great work done by the Lookout Centre.  |
| Wellbeing |
| At Diamond Valley SDS we support the well-being of our students with the deployment of a multi-disciplinary therapy team that is employed to support our student’s well-being. This team consists of occupational therapists, physiotherapists, speech pathologists and a psychologist. The team actively works in consultation with staff and families to address the individual needs of all students. The therapy team utilises a consultative model within the school to maximise the learning outcomes for each student.We had a successful year with 100% of our 18 year old exiting students finding a meaningful post school placement. |
| Financial performance and position |
| 2018 saw a student population decline of 131 EFT students in 2017 to 124 EFT students in 2018 with an anticipated further decline in 2019 to 116 students. In order to successfully restructure the workforce whilst not impacting on any of the educational programs, it was prudent to adjust spending to ensure a surplus would be taken into 2019. Staff replacement costs remain a large financial commitment however we were able to reduce these costs by over $200 000 this year. Equity funding was received an was used effectively to support the complex communication needs of our most vulnerable students. Swimming in Schools funds were used to support our comprehensive school swimming program that is undertaken in our own pool. Our student voice and agency movement under the banner of our ‘More to Say’ campaign was funded through funds provided through our participation with the Learning Labs initiative in support of ‘Amplify.’ |
| **For more detailed information regarding our school please visit our website at** [**http://diamondvalleysds.vic.edu.au**](http://diamondvalleysds.vic.edu.au) |

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| **Performance Summary** |

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| The Government School Performance Summary 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.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 134 students were enrolled at this school in 2018, 48 female and 86 male.7 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students working at each Standard in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| **Performance Summary** |

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| Engagement |

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| Student Outcomes |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning.  |

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| **Year** | **2015** | **2016** | **2017** | **2018** | **4-year average** |
| Average absence days | 21.3 | 22.7 | 32.9 | 44.1 | 30.3 |

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| Exit destinationsPercentage of students going on to further studies or full-time employment.Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'. |

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| **Year** | **2015** | **2016** | **2017** | **2018** | **4-year average** |
| % of students to further studies or employment | ND | ND | 100.0 | 100.0 | 100.0 |

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| --- |
| **Financial Performance and Position** |

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|  |
| --- |
| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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|  |
| --- |
| Financial Position as at 31 December, 2018 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $83,052 |
| Official Account | $7,778 |
| **Total Funds Available** | **$90,829** |

 |  |  |
|  |  |  |

|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $5,072,436 |

 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $787,013 |
| Government Grants Commonwealth | $6,832 |
| Government Grants State | $25,000 |
| Revenue Other | $55,515 |
| Locally Raised Funds | $68,026 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

 |  |  |  |

|  |
| --- |
| **$6,014,822** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $21,486 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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|  |
| --- |
| **$21,486** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $90,829 |
| Other Recurrent Expenditure | $834 |
| Provision Accounts | ($3,485) |
| Funds Received in Advance | $27,393 |
| School Based Programs | $41,087 |
| Asset/Equipment Replacement < 12 months | $5,000 |
| Capital - Buildings/Grounds < 12 months | $15,000 |
| Maintenance - Buildings/Grounds < 12 months | $5,000 |
| **Total Financial Commitments** | **$181,659** |

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| Student Resource Package² |

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| $4,823,388 |

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| Communication Costs | $12,143 |
| Consumables | $45,932 |
| Miscellaneous Expense³ | $117,517 |
| Professional Development | $15,664 |
| Property and Equipment Services | $186,754 |
| Salaries & Allowances⁴ | $444,142 |
| Trading & Fundraising | $5,804 |
| Travel & Subsistence | $31,632 |
| Utilities | $54,460 |

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| **Total Operating Expenditure** |

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| **$5,737,435** |

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| **Net Operating Surplus/-Deficit** |

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| **$277,386** |

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| **Asset Acquisitions** |

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| **$43,804** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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| How to read the Annual Report |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         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 ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them**What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in key areas:**Achievement**Student achievements in :* English and Mathematics

**Engagement*** student attendance and engagement at school
* how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)
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| **What is the meaning of ‘*Data not available’* or *'ND'* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.**Towards Foundation Level Victorian Curriculum**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 a disability or students who may have additional learning needs. |

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