

2020 Annual Report to The School Community



School Name: Diamond Valley Special Developmental School (5161)



- 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 2020 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 28 April 2021 at 09:18 AM by Justin Esler (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 09:20 AM by Steve Contessa (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- 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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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 2020 population of 127 students ranging in age from five 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 intellectual and physical disabilities. Classes and programs are constructed after policy referencing and consideration of the student's age, capabilities and learning priorities. Our workforce consists of 52.20 FTE that are a blend of teachers, allied health professionals and education support staff. We have 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 professional learning for our staff, ensuring that the learning our staff undertake is having a direct impact on our students learning.

At Diamond Valley Special Developmental School we aim to provide a safe and effective learning environment for every student. Our professional, empathetic and energised staff are focused on the core values of our school: respect, integrity and responsibility.

We understand that real life experiences are the most effective and meaningful way for a student to learn. Therefore we provide a practical, diverse and comprehensive curriculum that stimulates and motivates our students to learn and experience success.

The core values of the school remain as signposts for what the school continues to stand for.

Embedding these values in our daily interactions ensures we maintain them as guiding principles and beliefs for current and new members of our school community.

Vision and Values from the 2017-2020 School Strategic Plan:

Vision

Our school motto; Live, Laugh, Learn remains current in our daily communications and service delivery to students, families and the community.

The simplicity of our vision statement, 'Everyone's world becomes a better place' is integral in affirming the limitlessness of the vision. Each member of our school and extended community can relate to the vision. Parents, students, staff and community were consulted when reviewing how well the prior vision reflected the needs and aspirations of the school and consideration of what future we wanted to create for our community.

In line with the school's vision, we are confidently promoting a vibrant learning community, delivering an inclusive and supportive educational experience.

Values

At Diamond Valley Special Developmental School we aim to provide a safe and effective learning environment for every student. Our professional, empathetic and energised staff are focussed on the core values of our school: respect, integrity and responsibility.

We understand that real life experiences are the most effective and meaningful way for a student to learn. Therefore we provide a practical, diverse and comprehensive curriculum that stimulates and motivates our students to learn and experience success.

The core values of the school remain as signposts for what the school continues to stand for.

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Our school motto; Live, Laugh, Learn remains current in our daily communications and service delivery to students, families and the community.

Purpose

Our purpose is supported by program, resources and staff to deliver enriched learning opportunities, providing students and their families with an inclusive and supportive educational experience.

Framework for Improving Student Outcomes (FISO)

Diamond Valley SDS delivered on the KIS related to ensuring we develop a communication-rich environment and opportunities for student voice. The school embarked on a journey to enhance our student's communication opportunities thus giving them greater opportunity to improve their literacy outcomes. Through our work in we have now a defined and consistent school-wide approach to collecting the data to holistically assess our student's communication competency using the ROCC assessment tool. We are working towards routinely using student data to diagnose our developmental priorities as determined in our self-assessment and develop staff capacity to support students communication voice and agency. The following activities were undertaken over 2020:

- The school has communication values that were established by our communication professional learning team
- We provide regular PD on communication for all new and existing staff
- The ROCC Communication assessment was introduced this year and all students have individualised communication goals
- Opportunities for student voice and agency are promoted e.g. students are part of planning school events, share their pieces in the newsletter, provide feedback to school council, introduce their concert pieces
- Through our child centered learning approach we discuss exactly what the student needs as well as how to support their learning in a way which is engaging and motivating for them
- Individual Learning Plans are developed for each student
- Student interests & motivators are considered when planning engaging lessons
- Students were included in decision making where possible e.g. influencing school events
- Students are given opportunities to have 'leadership' roles within the school e.g. to feature in components of DTV
- The students are involved in publishing their own newsletter pieces and stories
- Staff are constantly seeking feedback from the students re: programs and how to adapt them
- We established an SRC team
- We constantly seek to celebrate student success e.g. in the school newsletter, in the display at the front of the school
- Through our child centered learning model we discuss exactly what each student needs and how we can develop engaging programs to maximise their learning
- Feedback from the community is that students feel they are part of the school community and a connectedness to the school

Another focus area for 2020 was the investigation and introduction of a new play based early years model. Leading staff have researched and undertaken professional development opportunities to build their understanding of play and the evidence based practice that support its implementation as a crucial educational tool for children. They have built their capacity to support teaching teams broadly to implement play-based practice to support students to achieve their learning goals.

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 the performance summary data tables below, Diamond Valley SDS students achievement levels range from A to level 2.5 in English and A to Level 4.5 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 2020. All 2020 school-wide goals have been evidenced against their success criteria, as stated in the 2020 AIP. During remote learning teachers used a range of strategies to work with students including WebEx meetings, prerecorded instructional videos and sending home physical resources suitable to the learning needs of individual students.

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. During remote learning the school relied on families capacity to support students at home to ensure students could engage with remote learning tasks and activities.

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 physical, sensory and communication needs. 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 with the fundamentals of a child-centred learning approach within the school to maximise the learning outcomes for each student.

During remote learning staff worked closely with families to identify students that were potentially at risk and ensured they were able to access a school based program if required. Approximately 30% of our school population attended a school based program during this period.

We had a successful year with 100% of our 18-year-old exiting students finding a meaningful post-school placement.

Financial performance and position

\$244,497 was the actual surplus after \$12,223 was contributed to the Tutor Learning Program contribution. The surplus was required as some significant expenses are anticipated for 2021 and the funds will be required then. Equity funding was received and 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 pool.

School council entered into an agreement with Gummy Shark swim school to hire the school pool after hours and on weekends. This agreement is reviewed by school council annually.

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.

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 123 students were enrolled at this school in 2020, 47 female and 76 male.

6 percent of students had English as an additional language and 6 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) which takes into account parents' occupations and education.

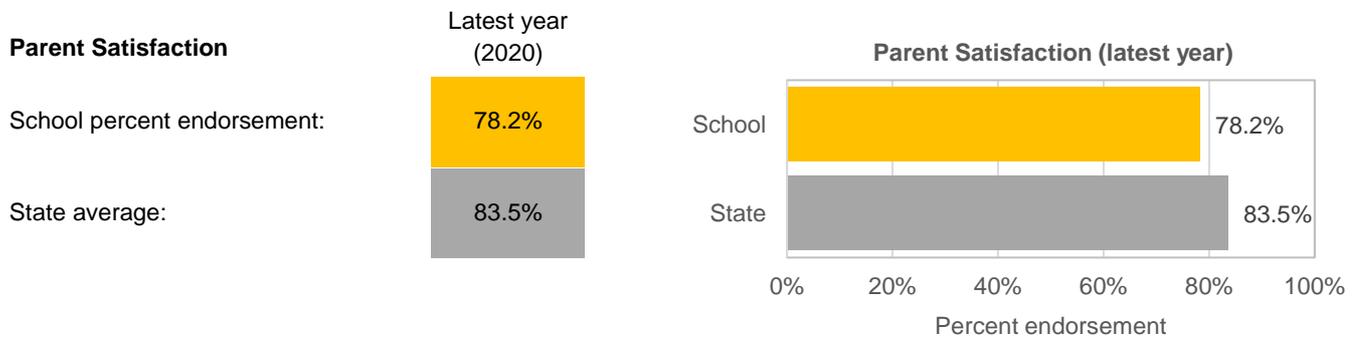
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

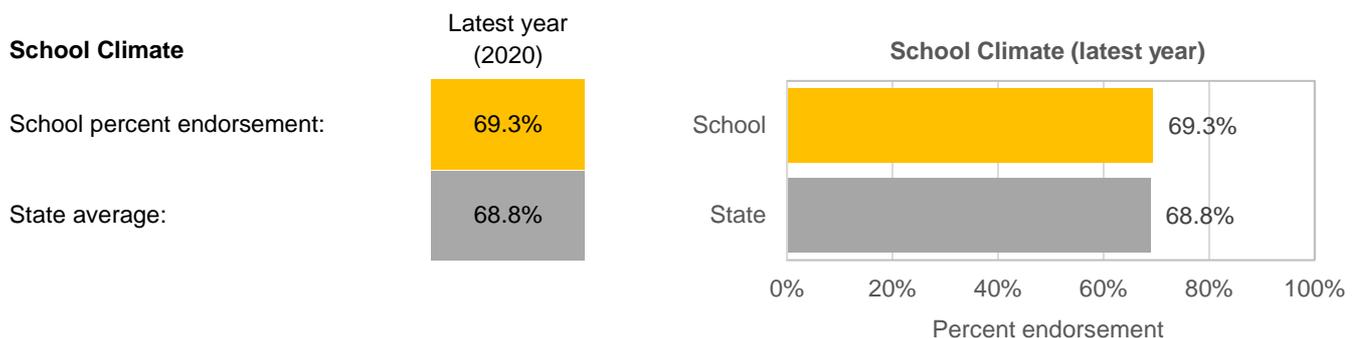


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



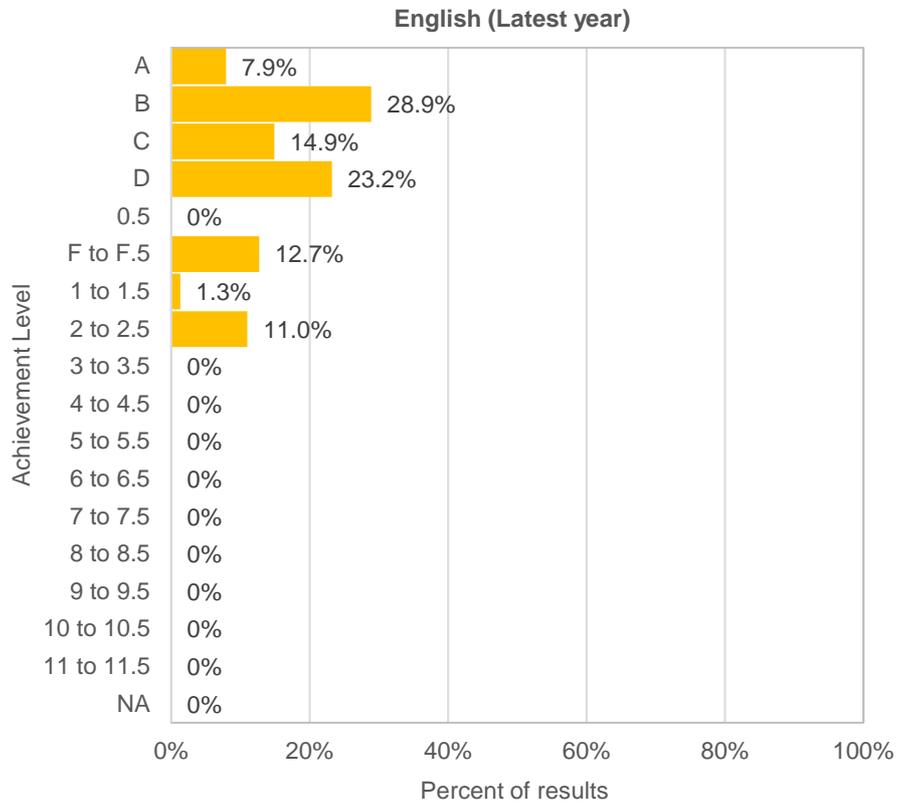
ACHIEVEMENT

Teacher Judgement of student achievement

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

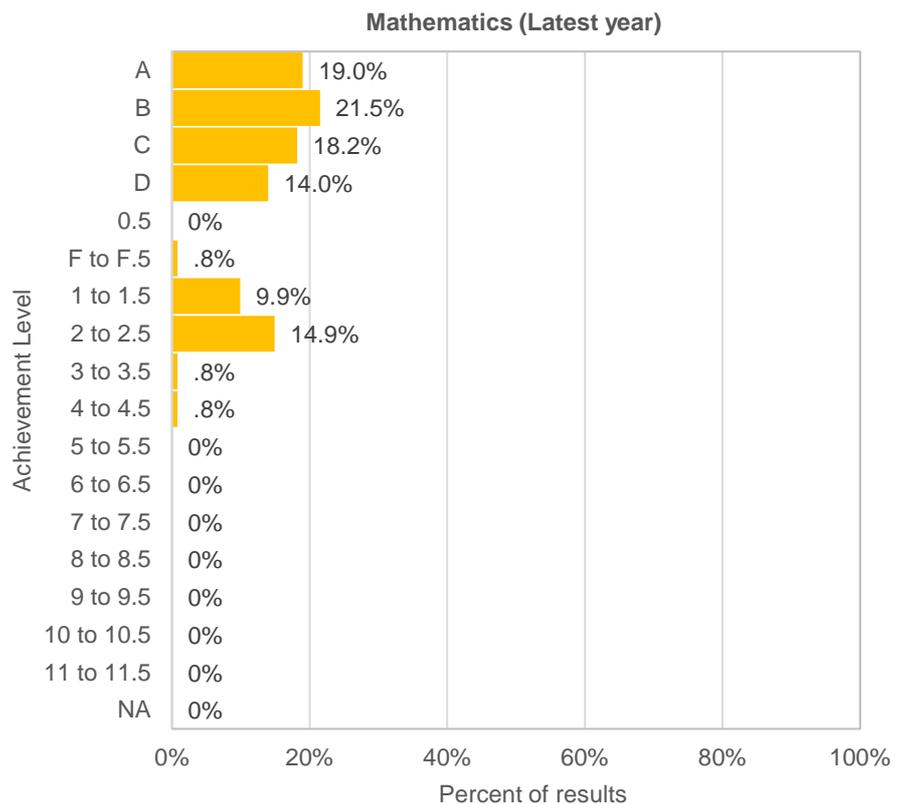
English

Achievement Level	Latest year (2020)
A	7.9%
B	28.9%
C	14.9%
D	23.2%
0.5	NDA
F to F.5	12.7%
1 to 1.5	1.3%
2 to 2.5	11.0%
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 (2020)
A	19.0%
B	21.5%
C	18.2%
D	14.0%
0.5	NDA
F to F.5	0.8%
1 to 1.5	9.9%
2 to 2.5	14.9%
3 to 3.5	0.8%
4 to 4.5	0.8%
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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	32.7	43.7	38.2	58.7	42.8

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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	NDP	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,671,808
Government Provided DET Grants	\$1,007,191
Government Grants Commonwealth	NDA
Government Grants State	\$3,550
Revenue Other	\$12,763
Locally Raised Funds	\$33,259
Capital Grants	NDA
Total Operating Revenue	\$6,728,572

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,201
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$25,201

Expenditure	Actual
Student Resource Package ²	\$5,429,045
Adjustments	NDA
Books & Publications	\$473
Camps/Excursions/Activities	\$6,879
Communication Costs	\$11,764
Consumables	\$45,618
Miscellaneous Expense ³	\$36,048
Professional Development	\$25,611
Equipment/Maintenance/Hire	\$46,542
Property Services	\$102,822
Salaries & Allowances ⁴	\$399,580
Support Services	\$114,362
Trading & Fundraising	\$5,774
Motor Vehicle Expenses	\$5,217
Travel & Subsistence	\$24
Utilities	\$67,955
Total Operating Expenditure	\$6,297,714
Net Operating Surplus/-Deficit	\$430,857
Asset Acquisitions	\$7,264

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$469,218
Official Account	\$10,623
Other Accounts	NDA
Total Funds Available	\$479,841

Financial Commitments	Actual
Operating Reserve	\$132,035
Other Recurrent Expenditure	\$18,132
Provision Accounts	NDA
Funds Received in Advance	\$143,000
School Based Programs	\$121,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$125,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$610,682

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.