

2021 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 2021 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 05 April 2022 at 03:13 PM by Anthony Rosenthal (Principal)

- This 2021 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 2022 at 03:20 PM by Sean McMartin (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

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

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 2021 population of 125 students ranging in age from five to eighteen years. The school has five offsite satellite classrooms in two local schools; one at Briar Hill 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 59.7 FTE that are a blend of teachers, allied health professionals and education support staff. We have a Student-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

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.

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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 Learning, catch-up and extension, happy, active and healthy kids and connected schools. The following activities were undertaken over 2021:

Learning, catch-up and extension

- We employed an experienced teacher to assist classes with learning, catch up and extension who developed a tutoring program that improved student literacy outcomes through building teacher capacity
- We deepened and formalised collaboration practices throughout the teaching teams by continuing to develop our Student-Centred Learning Model, which brings teams together around each student and the roles we have in helping each student to achieve smaller broken down goals. This also enhanced all learning, catch-up and extension for students ensuring we were delivering curriculum that is more focused on each student's current needs
- We continued to work on student voice for all students to learn how to articulate their opinions, needs and wants and know their 'voice is important.'

Happy, active and healthy kids

- We continued to establish evidence-based best practice protocols and procedures to support student's sensory regulation with the assistance of our Occupational Therapists
- Students participated in a range of sensory regulation activities focused upon their individual needs
- Teachers gained a deeper understanding of sensory regulation and current best practice
- Students were provided with personalised sensory regulation opportunities when needed

Connected schools

- We strengthened and embedded parent and community engagement and connectedness with the school, incorporating new ways in which the school connected during remote and flexible learning
- We increased parent and community understanding of supports that can be implemented to support the learning of their children
- Students were connected to a range of learning resources and opportunities using a google drive full of resources
- Teachers and Therapists produced and shared informative videos with strategies that families can implement in the home
- Teachers gained new skills and confidence in integrating digital learning approaches into classroom programs and teaching explicit skills to students

We also completed a trial on a new system to share the work we are doing with every student in every class with families at our Whittlesea campus with families. This was a success by the end of 2021 and will be implemented throughout the rest of the school in 2022. This system builds on the work we have been doing on Student-Centred Learning over the past two years, taking the format from a paper version to a shared electronic version with families. This greatly improves the connectedness to school with families and carers with two-week cycles instead of once a term ILP's (Individual Learning Plans - Which are incorporated in this system) and twice a year reports.

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 2021. All 2021 school-wide goals have been evidenced against their success criteria, as stated in the 2021 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 student-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 50-60% of students attended school during COVID lockdowns. This number was variable as time increased of lockdowns more students would attend, and when we had COVID cases student numbers attending would drop.

Finance performance and position

\$261,261 was the actual surplus after \$55,783 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 has continued its agreement with Gummy Shark swim school to hire the school pool after hours, on weekends and additionally this year over school holiday periods. This agreement is reviewed by school council annually.

For more detailed information regarding our school please visit our website at
<https://diamondvalleysds.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.

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 125 students were enrolled at this school in 2021, 48 female and 77 male.

7 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).

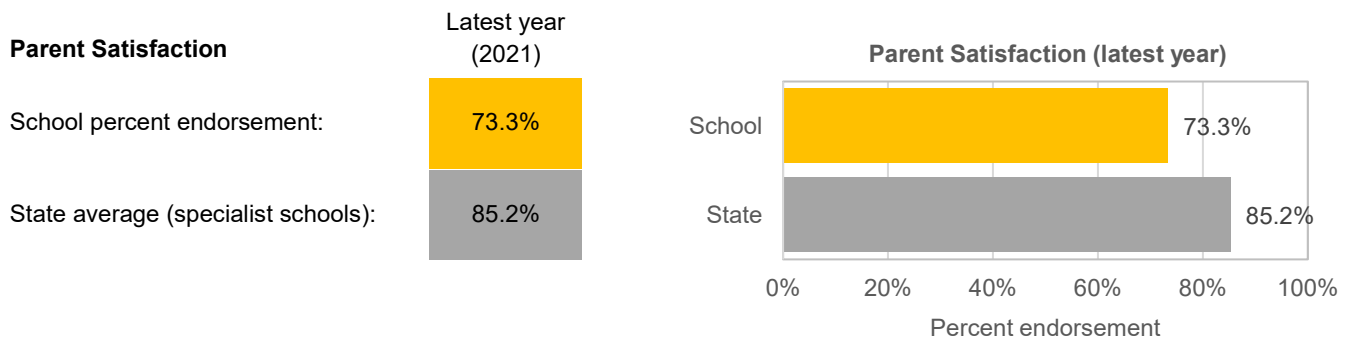
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

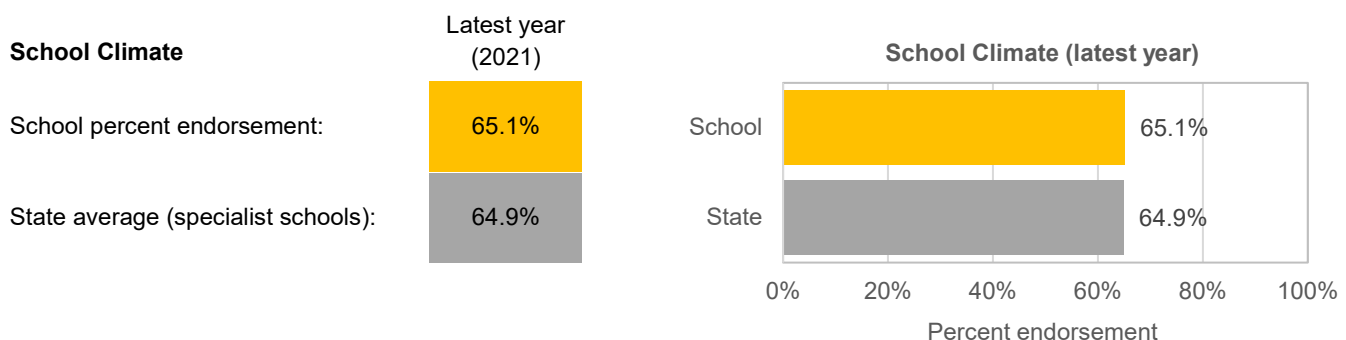


School Staff Survey

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.



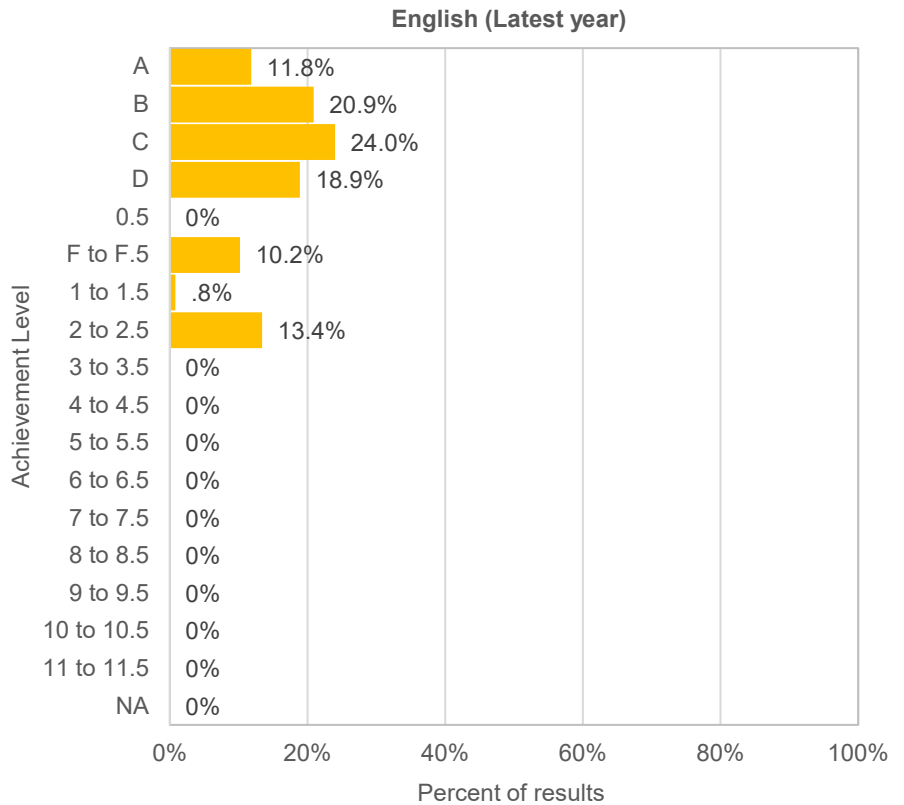
ACHIEVEMENT

Teacher Judgement of student achievement

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

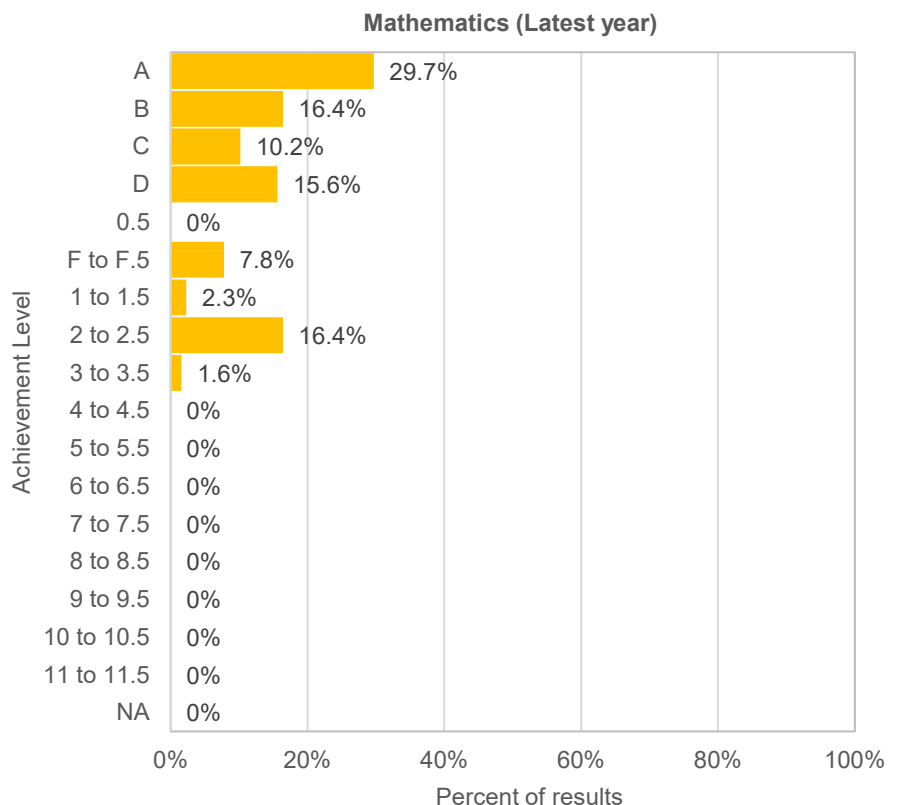
English

Achievement Level	Latest year (2021)
A	11.8%
B	20.9%
C	24.0%
D	18.9%
0.5	NDA
F to F.5	10.2%
1 to 1.5	0.8%
2 to 2.5	13.4%
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 (2021)
A	29.7%
B	16.4%
C	10.2%
D	15.6%
0.5	NDA
F to F.5	7.8%
1 to 1.5	2.3%
2 to 2.5	16.4%
3 to 3.5	1.6%
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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	43.7	37.9	58.7	28.0	41.7

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%	NDP	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,901,397
Government Provided DET Grants	\$941,335
Government Grants Commonwealth	\$0
Government Grants State	\$16,000
Revenue Other	\$70,057
Locally Raised Funds	\$46,566
Capital Grants	\$0
Total Operating Revenue	\$6,975,355

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,637
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,637

Expenditure	Actual
Student Resource Package ²	\$5,582,752
Adjustments	\$0
Books & Publications	\$561
Camps/Excursions/Activities	\$9,007
Communication Costs	\$11,156
Consumables	\$71,794
Miscellaneous Expense ³	\$36,796
Professional Development	\$33,639
Equipment/Maintenance/Hire	\$131,899
Property Services	\$129,662
Salaries & Allowances ⁴	\$302,059
Support Services	\$185,336
Trading & Fundraising	\$5,691
Motor Vehicle Expenses	\$14,970
Travel & Subsistence	\$0
Utilities	\$67,543
Total Operating Expenditure	\$6,582,865
Net Operating Surplus/-Deficit	\$392,490
Asset Acquisitions	\$102,385

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$469,001
Official Account	\$6,606
Other Accounts	\$0
Total Funds Available	\$475,607

Financial Commitments	Actual
Operating Reserve	\$152,522
Other Recurrent Expenditure	\$32,874
Provision Accounts	(\$3,485)
Funds Received in Advance	\$252,000
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
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	\$603,911

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.