

2022 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 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 06 April 2023 at 12:11 PM by Anthony Rosenthal (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 27 April 2023 at 09:39 AM by Dean White (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

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 2022 population of 127.6 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 72.2 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 are that we aim to provide a safe and effective learning environment for every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

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 2022. All 2022 school-wide goals have been evidenced against their success criteria, as stated in the 2022 AIP.

In 2022 in our Annual Implementation plan we worked on building Teacher capacity in formative and summative assessment in numeracy. Teachers started using a new numeracy Assessment and Teaching model. Testing was completed for all students. Data from this created reports for PMSS Specialists to work with Teachers. All student data was shared on Sentral for numeracy to use for planning such as PLC, Student Centred meetings, ILPS and report sharing through StoryPark. Testing from PMSS Specialists of teacher knowledge did show growth of both Student and Teacher knowledge/learning. Outcomes from ILP/Reporting system did show growth in numeracy for most students by the end of 2022. This is not necessarily shown in department reporting, as many of our students will remain in the level they are working in. The data showing growth will be through showing evidence of students achieving the smaller broken-down goals.

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 a nurse, 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. Working within the FISO 2.0 model, we have an appointed Well-being Leading Teacher as well as a Mental Health Practitioner.

In our 2022 AIP we did start our work in reviewing and improving whole school approach to sensory regulation in response to current student well-being needs and best practice, but the work needed to be put on hold due to the loss of our Occupational Therapists. Luckily we were able to recruit two very experienced Occupational Therapists by the end of 2022.

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.

Other highlights from the school year

We built staff understanding and knowledge of their roles and responsibilities and those of other professionals working with them, building collaboration among multidisciplinary teams. A new leadership team was formed based on what their part leading the Annual Implementation Plan would be. Project plans were written up by each member of leadership and presented to staff to create a shared understanding of the good work we do and what work we needed to do together to be successful for 2022. This included sharing Roles and Responsibilities among all staff.

We developed teacher capability to drive the PLC process through a series of enquiry cycles. We used the PLC approach to underpin improvement in student learning outcomes in literacy and numeracy. At the end of 2022, leaders and staff of the PLC process were progressing, with 2023 to be a year where we will embed the PLC process.

Financial performance

\$318,415 was the actual surplus. This funding is required to bring into the new year in 2023 for operational costs while we await the 2023 budget to be confirmed. 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. In 2022 school council discontinued its agreement with Gummy Shark swim school to hire the school pool after hours due to Gummy Sharks closing down. YMCA in 2023 will be starting an aftercare program and a school holiday program. 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 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 127 students were enrolled at this school in 2022, 45 female and 82 male.

11 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).

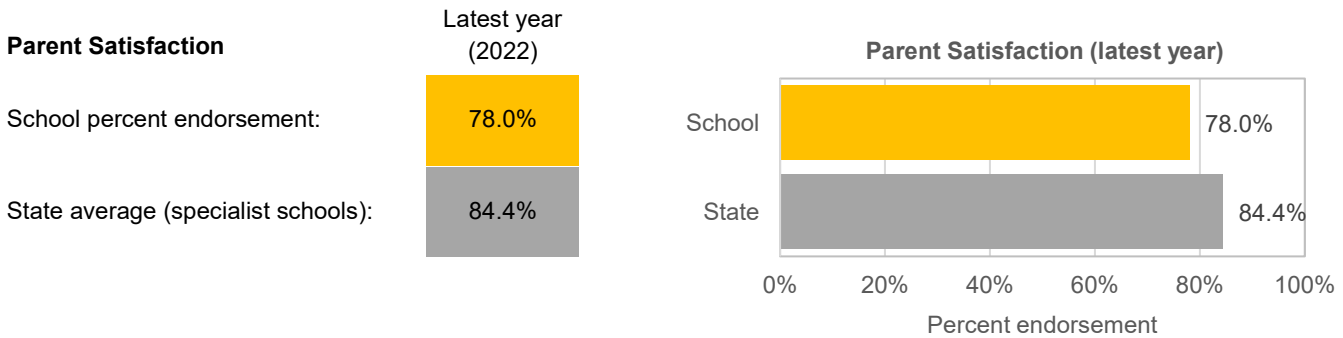
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

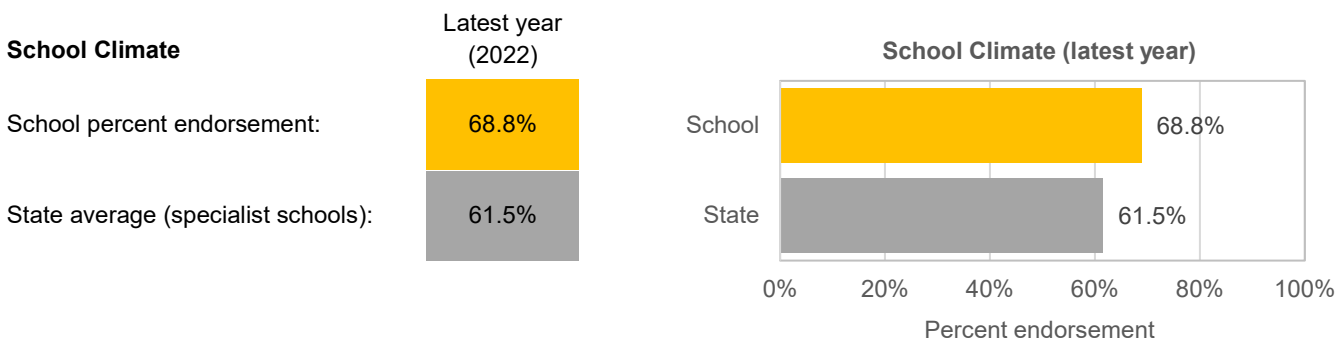


School Staff Survey

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.



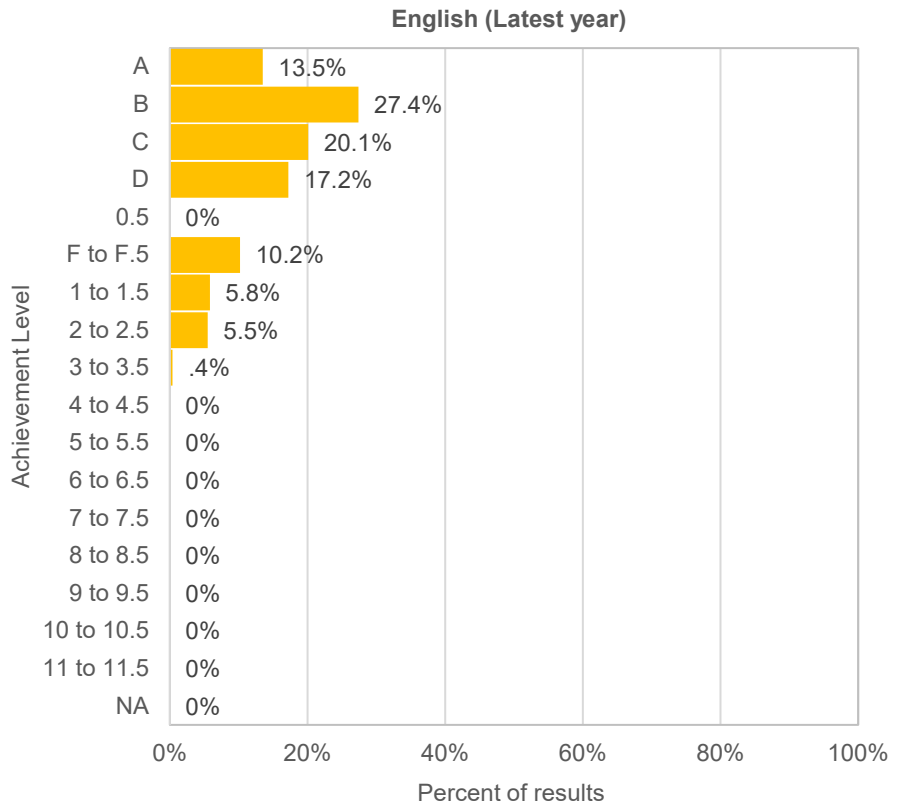
LEARNING

Teacher Judgement of student achievement

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

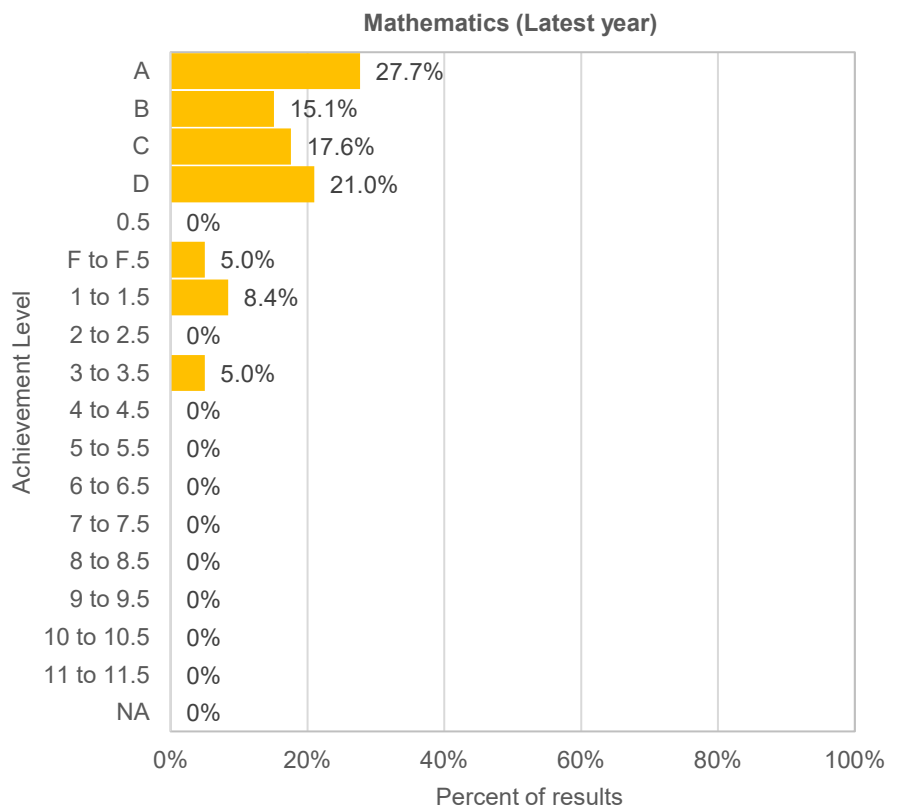
English

Achievement Level	Latest year (2022)
A	13.5%
B	27.4%
C	20.1%
D	17.2%
0.5	NDA
F to F.5	10.2%
1 to 1.5	5.8%
2 to 2.5	5.5%
3 to 3.5	0.4%
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	27.7%
B	15.1%
C	17.6%
D	21.0%
0.5	NDA
F to F.5	5.0%
1 to 1.5	8.4%
2 to 2.5	NDA
3 to 3.5	5.0%
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:	37.9	58.7	28.0	47.6	42.7

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%	NDP	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	\$6,580,204
Government Provided DET Grants	\$823,877
Government Grants Commonwealth	\$0
Government Grants State	\$77,348
Revenue Other	\$20,920
Locally Raised Funds	\$67,183
Capital Grants	\$0
Total Operating Revenue	\$7,569,532

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,659
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,659

Expenditure	Actual
Student Resource Package ²	\$6,314,756
Adjustments	\$0
Books & Publications	\$110
Camps/Excursions/Activities	\$28,754
Communication Costs	\$25,578
Consumables	\$83,451
Miscellaneous Expense ³	\$54,784
Professional Development	\$34,568
Equipment/Maintenance/Hire	\$57,842
Property Services	\$168,382
Salaries & Allowances ⁴	\$333,946
Support Services	\$118,801
Trading & Fundraising	\$7,583
Motor Vehicle Expenses	\$16,811
Travel & Subsistence	\$624
Utilities	\$61,680
Total Operating Expenditure	\$7,307,669
Net Operating Surplus/-Deficit	\$261,864
Asset Acquisitions	\$33,383

- (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	\$426,932
Official Account	\$1,991
Other Accounts	\$0
Total Funds Available	\$428,923

Financial Commitments	Actual
Operating Reserve	\$143,582
Other Recurrent Expenditure	\$25,812
Provision Accounts	(\$3,485)
Funds Received in Advance	\$404,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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	\$569,909

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.