

2020 Annual Report to The School Community



School Name: Belvoir Wodonga Special Developmental School (5222)



- 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 30 March 2021 at 01:12 AM by Pennie Moffat (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 27 April 2021 at 09:24 PM by David Brown (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

Belvoir Special Developmental School provides a quality educational program for students aged five to eighteen years with an intellectual disability. The school caters for students living in Wodonga and surrounding area in North East Victoria as well as Albury and Southern NSW. Around 45% of our students have a co-morbid diagnosis of Autism as well as an intellectual disability. The school also caters for a range of students with Physical Disabilities as well as Behavioural disorders. Total school enrolment for 2020 were at 209.

The school's philosophy is reflected in its motto, 'Together We Can'. This is based on the belief that children learn best in a safe, co-operative environment that challenges and supports them to achieve their goals. The school vision is: Together we create safe and inclusive learning environments where all students experience success. At Belvoir, we value strong, positive relationships throughout the entire school community that exist in a culture where care, commitment, courtesy and co-operation are paramount. We support individual achievement based on a student's strengths, supporting individual goals to enable students to be as independent as possible.

As a school we encourage active involvement and participation of students, staff, parents, caregivers, volunteers and the wider community.

Staffing is 87.47 includes 2 principal class, 2.6 leading teachers, 2 learning specialists, 15.81 classroom teachers range 2 and 10.8 classroom teachers range 1. We have 47.36 Educational support staff, including 2 speech therapists, one occupational therapist and 3 staff in administration.

The Goals of our Strategic Plan are:

Improve learning outcomes for all students

Improve student voice, agency and leadership to enhance student engagement

Maximise the resilience and emotional capacity of all students

Through our current Strategic Plan we will:

- Build and embed the school vision and values by having consistent expectations and a collaborative staff ethos.
- Use proactive rather than reactive strategies to improve the current educational achievements of all students and we will value and acknowledge the efforts of students and staff.
- Strive to maximise students learning outcomes to give each student the best educational experience, within the framework of the Victorian Curriculum, whilst focusing on fundamental literacy, communication, numeracy and life skills.
- Empower Student Voice through positive participation and capable contributions to create ownership of student learning and opportunities beyond the school boundary.

Framework for Improving Student Outcomes (FISO)

During semester 1, the school completed a self-evaluation and review before the construction of a new Strategic Plan at the end of Term 2. The Annual Implementation plan was significantly impacted by bush fires, Covid 19, remote learning, school operational guidelines and their impact on staff and student general health and well-being. Many of the Annual implementations plan strategies and actions were modified while some targets were unable to be obtained. In 2020, Belvoir continued to work on increasing the capacity of our staff to deliver programs to students through a focus on high-impact teaching strategies and our Professional Learning Community (PLC). PLC meetings continued on a weekly basis with all teaching staff involved in an area of the curriculum. Additional Professional Development meetings were also conducted for Education Support Staff in 2020 and these proved to be a real hit in engaging and improving the practices and understanding of ES staff across the school.

Achievement

Every student at Bevoir Special School has an individual learning plan.

In the area of numeracy 74% of students achieved their goals, 76% percent achieved their measurement and geometry and 76% achieved their number and algebra.

In the area of literacy 80% achieved their reading goals, 79% achieved their writing, 77% achieved their reading and

School

viewing and 84.9 achieved their listening and speaking goals.

In 2020 75% of graduating students enrolled in VCAL passed. This included 2 students who completed the certificate a year early. All 4 students participating in SPEC completed all their modules. In 2020, PINICLE was introduced to enhance the diversity of programs offered and better support the needs and abilities of our students. Number of students who graduated in 2020 was 15. This included 2 students with full time trainee ships, 2 students with full time employment and one student with part time employment. Three students are now enrolled at Wodonga TAFE. In 2020, staff professional development focused on literacy and specifically reading. All parts of the school explored how they could increase student exposure to and awareness of literacy in their environment. In 2021 the focus will be on, staff's understanding of student literacy level and how these relates to strategies, teaching and student achievement.

Engagement

Student attendance and the reduction of unexplained absences has been a priority for the school over the last few years. In 2018, Belvoir put in place an email and phone system that ensures all parents receive an email when their child has an unexplained absence and parents are contacted by phone when students have had 2 unexplained absences in a row. This has reduced our average student absence rate from 29.5 in 2017 to 28.0 in 2018 and 27.6 in 2019. In 2020 we saw another reduction in absences to 23.8. In 2020 students did not participate in the Accessible Attitude to School Survey. We hope to re establish this in 2021 so we can better track student's perceptions of school. Our Student Voice (student representative council) was established in Term 1 of 2020 however had to be halted due to remote learning and regulations around meetings. Student Voice has been reconvened in 2021. This will ensure all classes have a voice within the school and students can see the impact of Student Voice at work within various programs and events. In 2021 all classrooms are focusing on enhancing student choice, voice and leadership within their classroom. Positive Behaviour Support remained a focus of the school in 2020. Yellow and green pod explored Zones of Regulation. The positive impact of this trial resulted in professional development being initiated in Term 4 of 2020. The Zones of Regulation will be a key initiative across the school in 2021.

Wellbeing

Staff and student well being was a priority for the school and saw a number of initiatives were put in place during the 2020 school year. In the area of well being 92% of students achieved their individual learning goals in the area of self awareness and management. In the area of Social awareness and management 83% of students achieved their Individual Education Plan goals. In 2020 we continued to implement Rights, Resilience and Respectful Relationships (RRRR) throughout the schools. Key areas focused on emotional awareness, personal strengths, positive coping, problem solving, stress management, help seeking, identify, gender, respect and positive role models, positive relationships and protective behaviours. In 2021 staff will be focusing on Trauma and challenging behaviour, and how we can maintain a safe and resilient workforce. This will include the development of well being and self care.

Financial performance and position

Belvoir continues to be financially well managed with a staffing surplus being maintained and sufficient cash funds being held to ensure all of the priorities set by school council are achieved in 2021 and beyond. Belvoir's cash reserves continued to reduce in 2020 to \$338,500 from \$489,000 at the end of 2019. A number of larger budget items were completed in 2020 including solar panels, completion of the life skills house, Orange Pod extension, shade sail over green pod playground and orange pod swings. Due to Covid 19 significant funds were directed towards infectious control, personal protection equipment, student wellbeing. The school continued to access money from the SRP surplus to the tune of \$400,000 to assist in the payment of Casual replacement teachers and Casual education support staff across the year. The cost of these replacements continues to grow with over \$360,547 being spent on replacement staff during the 2020 school year. Funds have been maintained by the school to ensure the implementation of the life skills house \$20,000, innovation budget \$40,000, upgrade of key IT equipment \$65,000 and replacement of a bus for \$120,000 that has been set aside

School

to allow for the which will be required in 2021.

For more detailed information regarding our school please visit our website at
<https://www.belvoirss.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 204 students were enrolled at this school in 2020, 42 female and 162 male.

2 percent of students had English as an additional language and 14 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.

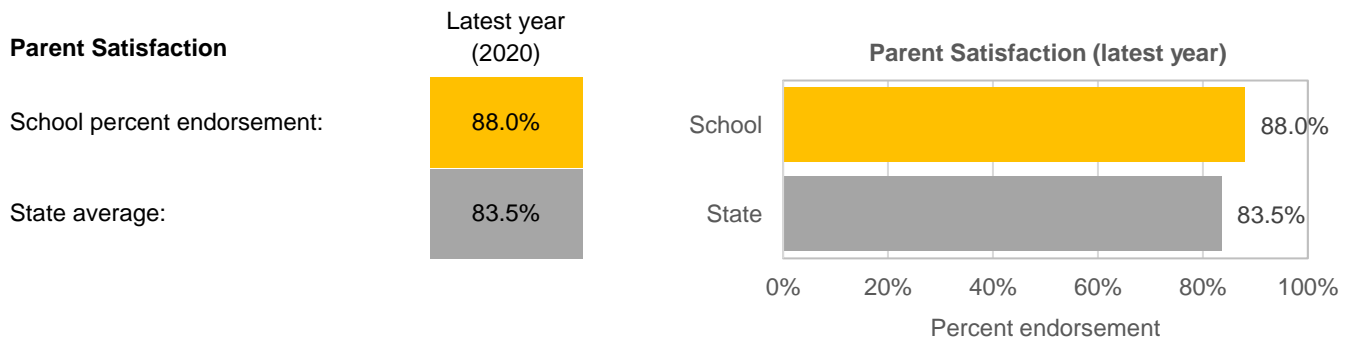
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

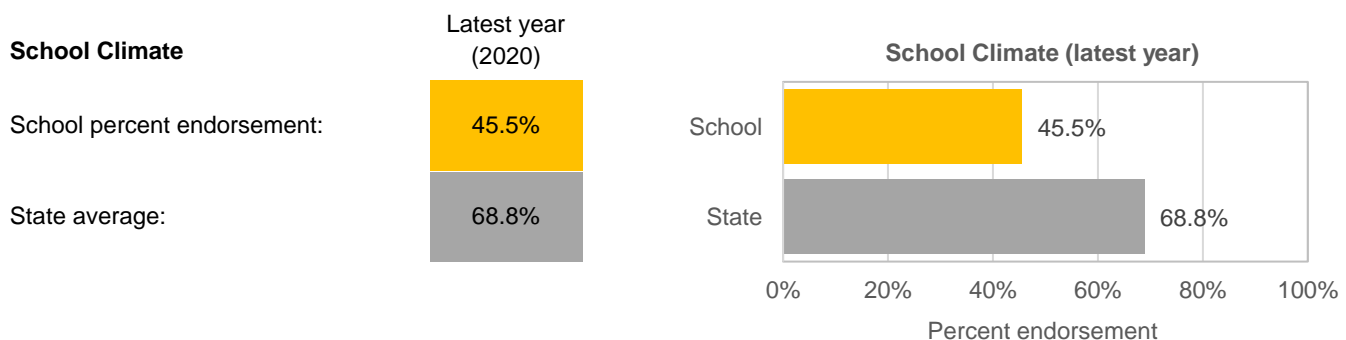


School Staff Survey

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.



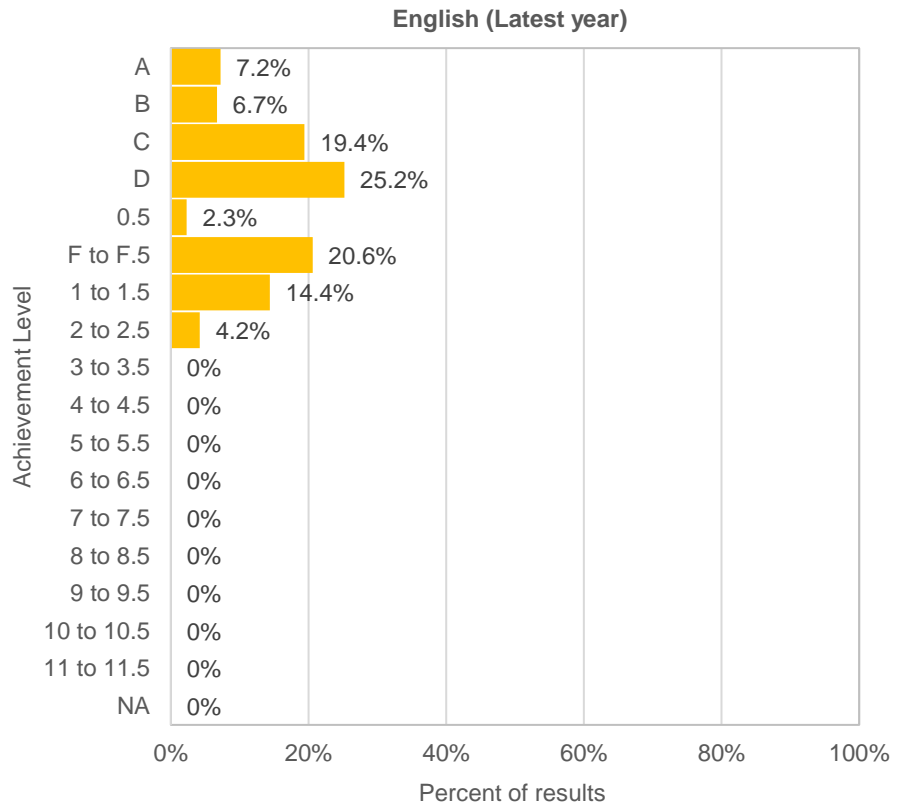
ACHIEVEMENT

Teacher Judgement of student achievement

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

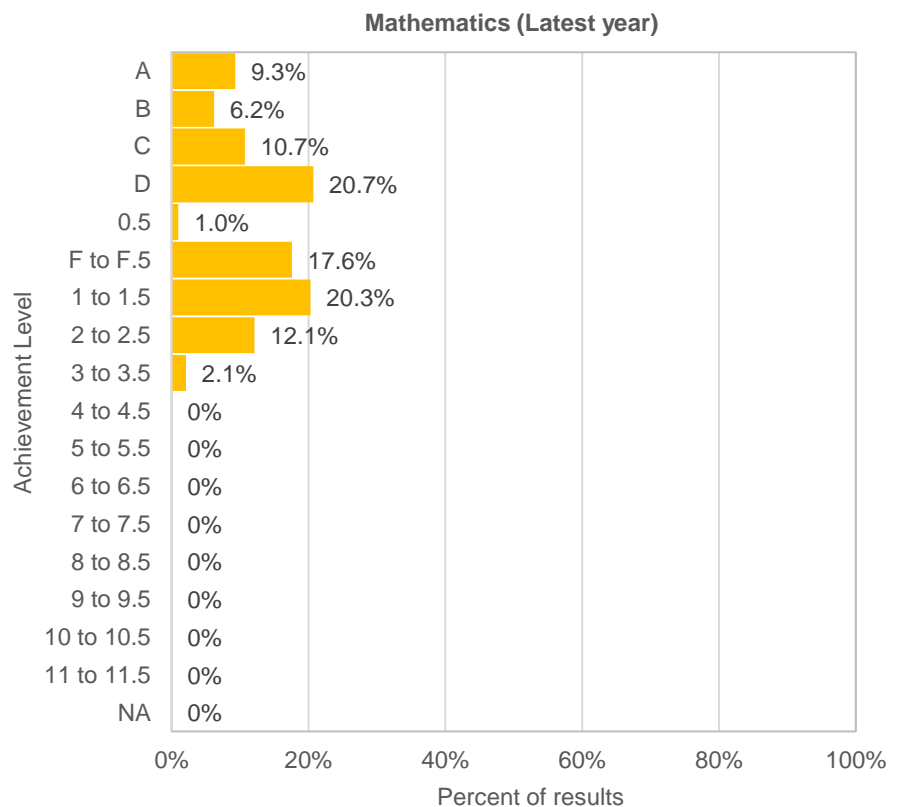
English

Achievement Level	Latest year (2020)
A	7.2%
B	6.7%
C	19.4%
D	25.2%
0.5	2.3%
F to F.5	20.6%
1 to 1.5	14.4%
2 to 2.5	4.2%
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	9.3%
B	6.2%
C	10.7%
D	20.7%
0.5	1.0%
F to F.5	17.6%
1 to 1.5	20.3%
2 to 2.5	12.1%
3 to 3.5	2.1%
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 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:	29.5	28.0	27.4	23.8	27.1

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%	100.0%	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,039,029
Government Provided DET Grants	\$1,028,522
Government Grants Commonwealth	\$52,899
Government Grants State	\$6,358
Revenue Other	\$17,910
Locally Raised Funds	\$29,193
Capital Grants	NDA
Total Operating Revenue	\$8,173,910

Equity ¹	Actual
Equity (Social Disadvantage)	\$289,288
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$289,288

Expenditure	Actual
Student Resource Package ²	\$6,654,594
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$12,114
Communication Costs	\$4,539
Consumables	\$138,520
Miscellaneous Expense ³	\$41,593
Professional Development	\$18,208
Equipment/Maintenance/Hire	\$84,804
Property Services	\$200,082
Salaries & Allowances ⁴	\$479,347
Support Services	\$66,385
Trading & Fundraising	\$10,046
Motor Vehicle Expenses	\$38,326
Travel & Subsistence	\$347
Utilities	\$56,093
Total Operating Expenditure	\$7,805,000
Net Operating Surplus/-Deficit	\$368,911
Asset Acquisitions	\$135,785

- (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	\$305,948
Official Account	\$32,566
Other Accounts	NDA
Total Funds Available	\$338,515

Financial Commitments	Actual
Operating Reserve	\$180,259
Other Recurrent Expenditure	\$18,888
Provision Accounts	\$10,643
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$359,790

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.