

2022 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 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 29 March 2023 at 11:46 AM by Pennie Moffat (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 29 March 2023 at 11:53 AM by David Brown (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

Belvoir Special Developmental School is a multi-mode specialist school in Wodonga which 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. Students come to the school from a wide area which extends to Old Tallangatta in the East, Mt Beauty in the South and Chiltern in the West. Total of 196.2 students were enrolled at this school in 2022, 76% of our students were male and 24% were female. 17% were Aboriginal or Torres Strait Islander.

Currently the school is organised as four pods. Yellow pod junior primary, 5 classrooms; Green pod senior primary, 6 classrooms; Purple junior secondary with 5 classrooms onsite and 1 at Wodonga Middle Years; and Orange pod senior secondary, 5 classrooms. Classrooms grouping are based on a variety of criteria, with a view towards helping students achieve short term goals as stepping stones towards a long term post school outcome. Class sizes vary from 8 students to 12 students and are staffed according to the student need in each classroom. The 2022 school year saw 21 classrooms located on the main campus with one classroom, R3 operating at Wodonga Middle Years Felltimber Campus. Currently we have 70 FTE Teaching, Educational Support and Allied Health staff who are passionately committed to working with families, carers, specialists, relevant outside agencies and the local community to ensure students achieve their maximum potential and targeted educational outcomes. Staffing includes 2 principal class, 4 leading teachers, 2 Learning Specialists, 19 classroom teachers range 2 and 20 classroom teachers range 1. We have 68 educational support staff, including 4 Learning Tutors, 1 mental health practitioner, 1 wellbeing allied health, 3 speech therapists, 2 occupational therapists and 4 staff in administration.

In accordance with the school's documented enrolment policy and state-wide eligibility criteria, students will be enrolled at Belvoir Special School after consultation with parents, previous schools or kindergartens and appropriate paramedic personnel if needed. 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. All students have an individual learning plan established in consultation with parents and relevant professionals.

Belvoir is a School Wide Positive Behaviour Support School and has developed a school culture that is reflected by the ideals of SW-PBS. As a school we encourage active involvement and participation of students, staff, parents, caregivers, volunteers and the wider community. Belvoir is committed to develop lifelong learners who are encouraged to pursue their individual strengths and talents. Our aim is to enable all students who graduate from Belvoir to live an optimal life which allows them to achieve all their dreams and be as independent as possible.

Through our current Strategic Plan we strive to:

- 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.

The Goals of our Strategic Plan are:

- Improve engagement and learning outcomes for all students.
- Improve student voice, agency and leadership to enhance student engagement.
- Maximise the resilience and emotional capacity of all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In our endeavour to deliver to Improve engagement and learning outcomes for all students: we have focused on Teaching and Learning. High level strategies aimed to shift practice to achieve our goals have focus on in curriculum planning and assessment, building practice excellence and evaluating impact on learning through high impact teaching strategies. Important focus for the school in 2022 has been to strengthen and deepen teacher explicit teaching skills in literacy instruction. Professional learning communities in each pod utilised Balanced literacy approach with a focus on reading. Staff used data to identify what content and strategies best suit different student cohorts. The incorporation of a balanced literacy approach has ensured targeted instruction and support based on the students point of need. Peer observations were provided by literacy learning specialists and Leading Teachers in semester 2 with the easing of restrictions. There focus was using the Instruction Model with a focus on the high impact teaching strategies which provides the evidence-based framework for instruction and support based on the students point of need. Teacher were encouraged to engage in professional reflection supported the use of the continuum of practice tools. 30 teachers received observations and coaching around High impact teaching strategies and 17 teachers had coaching and observation around Literacy.

The consequence of targeted teaching and learning focus resulted in 82% of students achieving their communication goals; 81% achieving their goals in reading and viewing; 80% in writing, in mathematics 85% of students achieved their number and algebra goals, 82% in measurement and Geometry; and 79% in statistics and probability.

In 2022, we had 20 students complete their VCAL expectations out of 22. In this cohort 2 graduating students complete their VCAL certificate. We had 3 students transition to post school options during the school year. In addition, 12 students graduating in 2022. Of this cohorts 75% transitioned to day programs and 25% to work placements.

In 2023 we plan to focus on writing. We will:

- Create assessment and reporting scope and sequence in the area of writing,
- Increase teacher knowledge around writing assessments
- know when to use, what they tell us and how this informs planning, learning and teaching and strategies (differentiation).

In our Senior school we will transition to the Victorian Pathways Program and Individual Educational Programs. Around 20 of our students will start a School Based Apprenticeship and Traineeship at Merriwa with a focus on obtaining a certificate II in Warehousing and Logistics. In 2023 we aim to have 70% of our students transition to work and 30% to day program.

Wellbeing

In 2022 we increased our wellbeing team. Our Wellbeing and Engagement Leading Teacher had our Mental Health practitioner (MHP) increased from .6 to .9 and we added a Wellbeing Liaison Officer. This had a significant impact on student and staff wellbeing. In 2022 our MHP

- Worked collaboratively with wellbeing team and allied health within Belvoir Special School to develop a streamlined referral pathway for teachers/staff who have identified students who would benefit from engaging in program
- Provided training to all staff in relation to Mental Health and Wellbeing presenting on topics inclusive of stress management, vicarious trauma, burn out, empathy fatigue, working effectively through covid.
- Commenced individual sessions with students identified at-risk and/or experiencing mild to moderate mental health concerns. Key themes included challenges with transition/ change, grief and loss, heighten anxiety, acute mental health issues, emotional dysregulation, complex family trauma, gender identity, self harm, family violence.
- Provided capacity building/secondary consultation to teaching group re: “at risk” young people. Embedded Safeminds framework re: noticing, identifying and planning.
- Secondary consultation to teaching staff and leadership re: risk planning, managing risk behaviours inclusive of self-harm. Developed mental health safety plan for key students (in consultation with key staff members, family and student)
- Brave program: interactive, online program for the prevention and treatment of childhood and adolescent anxiety (facilitated 2 groups over 2022 through HOL program)

As a consequence of these actions:

- All students in high category re: mental health deterioration were referred to and engaged with external mental health services including NECAMHS, counselling support
- Families were provided telephone consultation, follow up and support to families of students engaged with MHP
- All students in medium/high category re mental health deterioration have current mental health plan developed in collaboration with student, family, teaching staff .

- Existing partnerships with external services built on including NECHAMS
- On occasion, provided post incident follow up/ debriefing to staff (upon request)

In 2022 our mental health and wellbeing team facilitated in 2022

- Gardening Club: 30 students actively attended on weekly basis over Term 3/Term 4
- Coffee Club: Parent engagement group (fortnightly over Term 4)
- Belvoir Wellbeing Club: Staff fitness group (weekly over Term 4)

They also supported Mental Health/ wellbeing events/training including:

- RUOK day (whole of school)
- Positivity pockets activity (whole of school) 198 Positivity Pockets were made by students and sent home in exchange with encouraging messages to each other.
- Wellbeing Excursion: Melbourne Symphony Orchestra performing Mozart 5th Symphony at Albury Entertainment Centre (17 students attended)
- Four whole of staff Wellbeing focused meetings
- Trial of meaningful music rotation on school bell (engagement of students and staff to select songs), positive impact on transitions and student engagement

In 2023 our Team will continue to enhance staff capacity and support student wellbeing by positively engage at risk students- through targeted programs, direct counselling, support and early intervention. We use the Health School Framework to track our progress.

Engagement

Changes to operations and student and staff having to isolate created difficulties in terms of positive student engagement and maintaining routines and consistency.

Zones of Regulation was embedded as a Tier one Positive Behaviour Support. There is a common understanding and acceptance of the Zones of Regulation and meeting the unique needs of each individual student which has continued to grow across the school. Students have individualised classroom toolboxes to support their regulation and behaviour support programs.

Hands on learning was enhanced in 2021 along with Tutor program to address the social, emotional and physical needs of our students.

Student attendance and the reduction of unexplained absences has been a priority for the school over the last few years. 2022 saw an increase in absences to 33.6.

The school community is best categorised into three key demographics.

1. Families with vulnerable children- based off health advise kept their children at home and continued remote learning.
2. Families who experienced a larger return on positive rat tests and other illnesses. This resulting in prolonged periods of isolation for all family members. Belvoir has a number of multiple student families.
3. Students who found the transition back to fulltime onsite learning difficult. The combination of easing of restrictions and returning to school created a small cohort of completely disengaged students.

Unapproved absences also decreased in 2022. The number of unapproved absences decreased from 11.7 to 10.1.

As a school, we identified the need to provide a program that increases the overall engagement of students in the classroom. A small team of a leading teacher and three education support staff formed to make the Hands on Learning program. Over the course of the year, 56 students accessed the program, focusing on activities designed to boost their engagement. The criteria to access this program was based off two key areas:

1. Attendance
2. Behaviour

The outcome of this program was increase in accessing regulation strategies and a significant decrease in reported major behaviours.

In 2023 we will continue to conduct targeted programs and initiatives to address student engagement through Tutor Learning Initiative, hands on learning program. We will enhance student sense of inclusion and understanding by networking with local Koorie community to embed an understanding of the ABTSI culture.

Other highlights from the school year

Belvoir Special School prides itself on its special events which allow student to participate and celebrate throughout the year within the school and in community spaces.

During 2022 there have been many highlights which have included:

The Biggest Morning Tea – this event was coordinated and catered for by our senior students for staff, parents and guests over two days.

Belvoir Gardening Club, Positive Pockets Initiative, RUOK Day, The Brave Program – supported by our Wellbeing Team.

Off Site Events: Purple Pod Camp to Blackwood, End of Year Concert, Graduation Evening, Visit to Ashley Medicine Bear at Orana Yoga and Well-being Centre for a sound healing meditation, Hands on Trades Expo

Onsite School Events: Whole School End of Year Concert, La De Dah Day, Hat Parade, Canteen run by our senior school, Land of Snow and Ice a dramatic immersive sensory storytelling experience, Book Week Parade, Junior School Colour Run, Pinocchio live puppet performance, Super Hero Day, Arena Interactive Residency, Visit from Wodonga Community Police,

Parent engagement activities included our Parent Coffee and Catch Up mornings and Post School Expo to showcase post school options for parents and student,

Staff Special Events included Cleansing and Welcome to Country with Johnny Murray. The outcome for this professional learning was to create a Belvoir specific Acknowledgement of Country and the Jack Maher Charity Auction Gala Race Day.

Financial performance

Belvoir continues to be financially well managed with sufficient cash funds being held to ensure all of the priorities set by school council are achieved in 2022 and beyond.

2022 saw the school end the year in a surplus of \$941,806 even with both our teacher III (252.60%) and ES III (224.99%) ran over budget. This budget overrun was due to an inability to fill staff positions and staff absences due to covid 19, illness and isolation recommendations for staff and their families. It is hoped that in 2023, we will be able to attract the staff we need to cover positions on central payroll. These positions include additional Teachers, Educational Support staff and Allied Health staff.

In addition to addressing staff shortfalls some of these funds were saved to cover a number of significant items.

We are currently holding funds to purchase a new 22 seat bus, and upgrade our IT equipment. Finally, we have a number of outstanding maintenance and facilities projects which were held over from 2022 to complete. These include upgrading our security/ lock system, completing our outdoor learning space, replacing deteriorating softball and fixing the leak in our emergency water system.

In 2022 funds were used to install a footpath in yellow pod playground. Soft fall and sandpits were refilled across the school. In IT, replacement Interactive whiteboards were replaced in purple pod and new laptops for green pod were purchased. Casual replacement teachers and educational support staff cost over 505,619 in 2022.

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 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 196 students were enrolled at this school in 2022, 48 female and 148 male.

NDP percent of students had English as an additional language and 17 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).

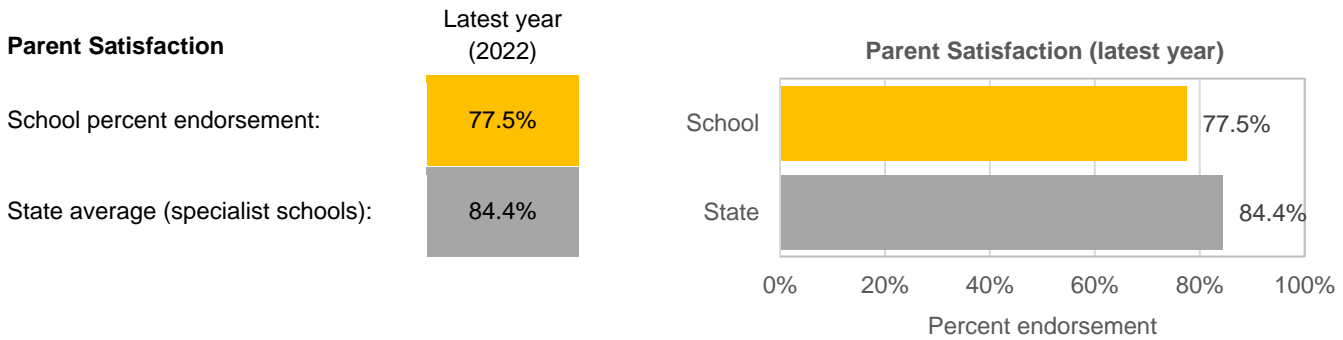
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

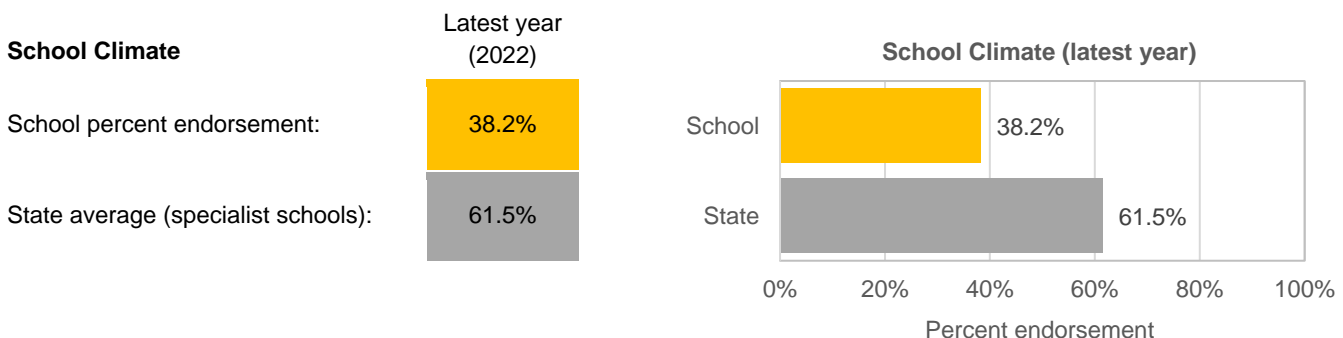


School Staff Survey

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.



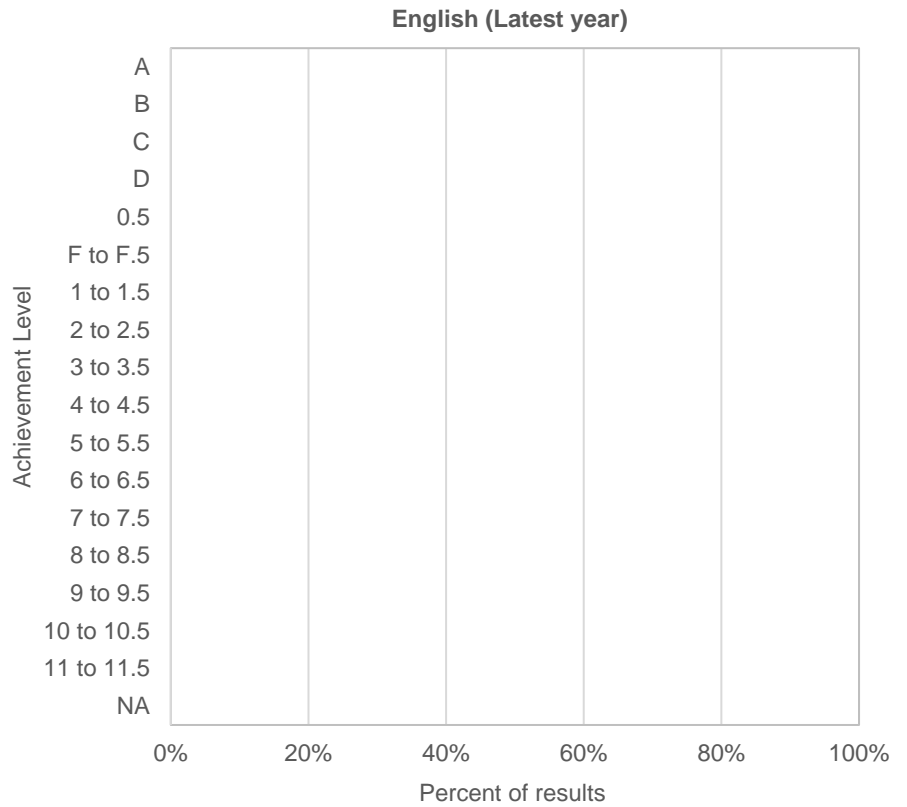
LEARNING

Teacher Judgement of student achievement

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

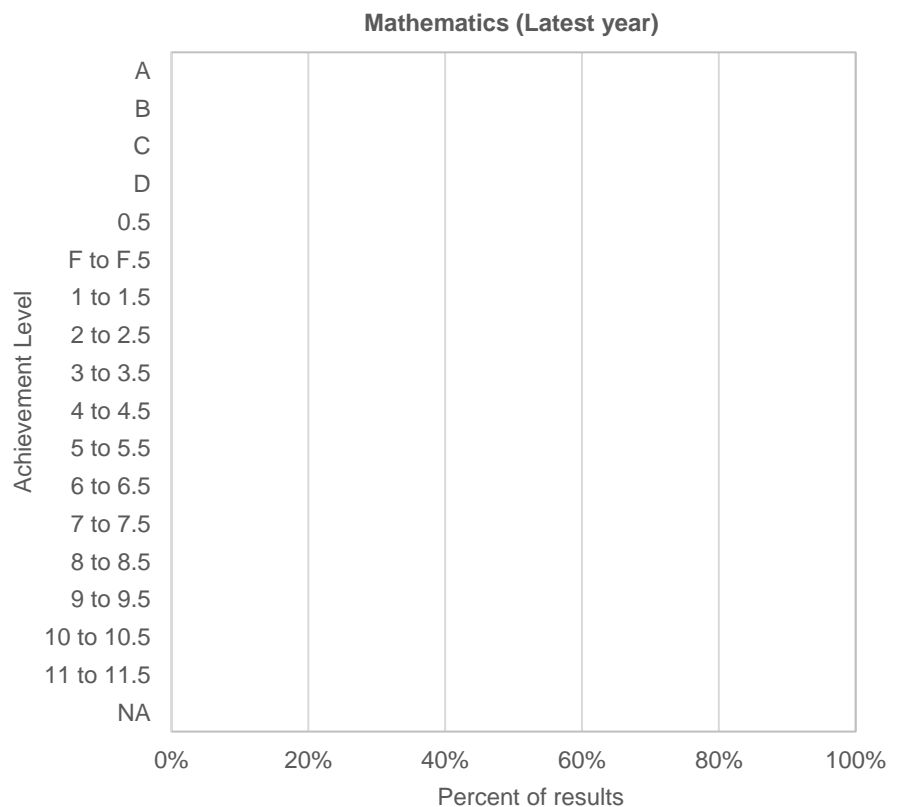
English

Achievement Level	Latest year (2022)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
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 (2022)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
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



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:	27.3	23.8	24.8	33.6	27.4

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:	NDP	100.0%	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	\$7,691,893
Government Provided DET Grants	\$1,672,636
Government Grants Commonwealth	\$0
Government Grants State	\$35,000
Revenue Other	\$15,740
Locally Raised Funds	\$53,471
Capital Grants	\$0
Total Operating Revenue	\$9,468,740

Equity ¹	Actual
Equity (Social Disadvantage)	\$302,418
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$302,418

Expenditure	Actual
Student Resource Package ²	\$6,750,004
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$35,067
Communication Costs	\$6,948
Consumables	\$121,930
Miscellaneous Expense ³	\$67,514
Professional Development	\$28,379
Equipment/Maintenance/Hire	\$144,705
Property Services	\$234,904
Salaries & Allowances ⁴	\$608,247
Support Services	\$174,235
Trading & Fundraising	\$13,663
Motor Vehicle Expenses	\$39,563
Travel & Subsistence	\$17,221
Utilities	\$35,067
Total Operating Expenditure	\$8,277,445
Net Operating Surplus/-Deficit	\$1,191,295
Asset Acquisitions	\$38,883

- (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	\$690,786
Official Account	\$13,066
Other Accounts	\$0
Total Funds Available	\$703,852

Financial Commitments	Actual
Operating Reserve	\$236,670
Other Recurrent Expenditure	\$12,243
Provision Accounts	\$10,643
Funds Received in Advance	\$2,000
School Based Programs	\$259,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$160,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$75,000
Total Financial Commitments	\$1,096,357

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.