

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 02:13 PM by Pennie Moffat (Principal)

- This 2023 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 25 March 2024 at 09:06 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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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'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.

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 2 at Wodonga Middle Years (one at each campus); 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 two classrooms offsite, operating at Wodonga Middle Years, one at Felltimber Campus and another at Huon campus.

We have 72.60 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, 3 leading teachers, 2 Learning Specialists, 11.4 teachers range 2 and 9.6 classroom teachers range 1 and 2 Paraprofessional teachers. We have 43.5 educational support staff, including 1.4 Learning Tutors, .9 mental health practitioner, .46 wellbeing allied health, 1.3 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 caters for students living in Wodonga and surrounding area in Northeast Victoria as well as Albury and Southern NSW. Students come to the school from a wide area which extends to Tallangatta in the East, Mt Beauty in the South, and Chiltern in the West. Total of 182 students were enrolled at this school in 2023, 24% (43) female and 76% (139) male. 8% of students in out of home care and 17 percent were Aboriginal or Torres Strait Islander.

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 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 curriculum planning and assessment, building

practice excellence and evaluating impact on learning through high impact teaching strategies. An important focus for the school in 2023 has been to strengthen and deepen teacher explicit teaching skills in literacy instruction.

Professional learning communities in each pod utilised Comprehensive Literacy approach with a focus on writing. Staff used data to identify what content and strategies best suit different student cohorts. The incorporation of a Comprehensive 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 Teacher. Their 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. Teachers 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 4 teachers had coaching and observation around Literacy. The consequence of targeted teaching and learning focus resulted in 83.4% of students achieving their communication goals; 82.9% achieving their goals reading and viewing; 82.9% in writing; in mathematics 84.8 of students achieved their number and algebra goals, 85.1% in measurement and Geometry; and 86% in statistics and probability.

In 2023, we had transitioned to the Victorian Pathways Certificate; 22 students participated in Victorian Pathways Certificate. We had 13 students participated in a School Based Apprenticeship Traineeship (SBAT) and 13 completed a Certificate 2 in Supply Chain Operations. 12 students graduating in 2023. Of this cohorts 6 graduating students complete their VPC certificate, 3 completed a SBAT, 1 accessed the Victorian Pathways Curriculum and completed at least six modules and 5 participated in individual pathways program. Of our graduating students, 75% transitioned to day programs and 25% to work placements. We had students transition to post school options during the school year.

In 2023, we established an immersive developmental play program based on the integrated unit each term. The focus of the program was to develop and enhance students speaking and listening abilities. 73 students participated in the program and data showed an improvement in both the student's ability to communicate, their vocabulary and their social skills around play, sharing and personal space.

Wellbeing

In the area of student wellbeing, we focused on maximising the resilience and emotional capacity of students. In the area of student learning 81.6% of our students achieved their personal social and community health learning goal, 84.3% achieved their self awareness and self management learning goal, while 84% of students achieved their social awareness and management goal. Zones of Regulation was embedded as a Tier one Positive Behaviour Support in 2023. 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 2023 along with Tutor program to address the social, emotional, and physical needs of our students.

In 2023 our wellbeing and allied health team implemented a streamlined referral pathway for teachers and staff who have identified students who would benefit from additional support around student mental health, wellbeing, emotional regulation, and behaviour.

In 2023 our mental health and wellbeing team facilitated:

- Girls club Club: **30** students actively attended on weekly basis over Term 3/Term 4 .
- Coffee Club: Parent engagement group (twice termly across the year)
- Hydrotherapy program

Engagement

Student attendance and the reduction of unexplained absences has been a priority for the school over the last few years. Student attendance decreased in 2023. School average number of absence days saw a increase from 33.5 to 36.9. Common reasons for nonattendance was illness and extended family holidays. Covid due to a 5 days recommended isolation period continued to impact on student attendance.

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, one teacher and one education support staff formed to make the Hands-on Learning program. Over the course of the year, 23 students accessed the program, focusing on activities designed to boost their engagement. The criteria to access this program was based off two key areas: attendance and behaviour. The outcome of this program was increase in accessing regulation strategies and a significant decrease in reported major behaviours.

In 2023 student voice was enhanced through the re-establishment of a student representative council (SRC) and a student leadership team. The leadership team consisted of four senior leaders and four primary sub-school leaders. These leaders assisted with the coordinating whole school events such as primary, secondary and whole school assemblies. The SRC group consisted of 30 students who provided advice around playground enhancement, student reward system and expected behaviours.

In 2023 we continued to build a sense of community through a number of whole school events. These included:

- Swimming Carnival

- Athletics Carnival
- NAIDOC Week cultural immersion day.
- Book Week and book parade
- RU OK day
- Wellbeing Week
- La De Da Dah
- Art Show
- End of Year Concert

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 2023 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.
- Whole School First Nation celebrations
- NAIDOC Week immersion day
- Belvoir Girls Groups
- Book Week
- RUOK Day
- End of Year Concert
- Art Show
- Canteen run by our senior school,

Off Site Events:

- Purple Pod Camp to Blackwood,
- Graduation Evening,
- Hands on Trades Expo,
- Orange Pod Camp Howman's Gap,
- Green Pod three stage camp which included activity day and Life Skills House overnight stay
- Post School Expo to showcase post school options for parents and students.
- Senior Students participated in Victorian Police Commissioner's Challenge

Community Networking through partnerships with:

- Wodonga Police
- Wodonga Men's Shed
- Wodonga Turf Club
- Wodonga Federation of Government School's
- LandCare Wodonga
- Elm Landscaping
- Rural Fit
- various community business and organisations which supported student work placement
- various community organisations that support school fundraising activities.

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 2023 and beyond.

2023 saw the school end the year in a surplus of \$691,116 credit in student resource package and \$761,333.60 even with the school spending 656,288 on staff shortfall and replacement. This budget were so high due to an inability to employee permanent staff. We continue to attempt to recruit Teachers, Educational Support staff and Allied Health staff. In additional to addressing staff shortfalls some of these fund were save to cover a number of significant items. We are currently holding funds to purchase a new 22 seat bus, playground upgrade, and security upgrade.

In 2023 funds were used to install a footpath in green pod playground. Soft fall were refilled across the school. In IT, replacement ipads and laptops for orange pod.

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 182 students were enrolled at this school in 2023, 43 female and 139 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).

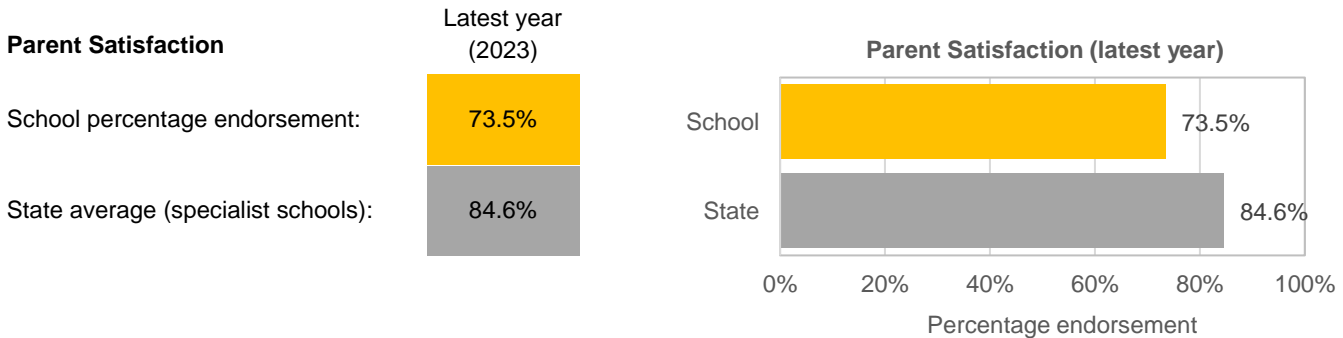
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

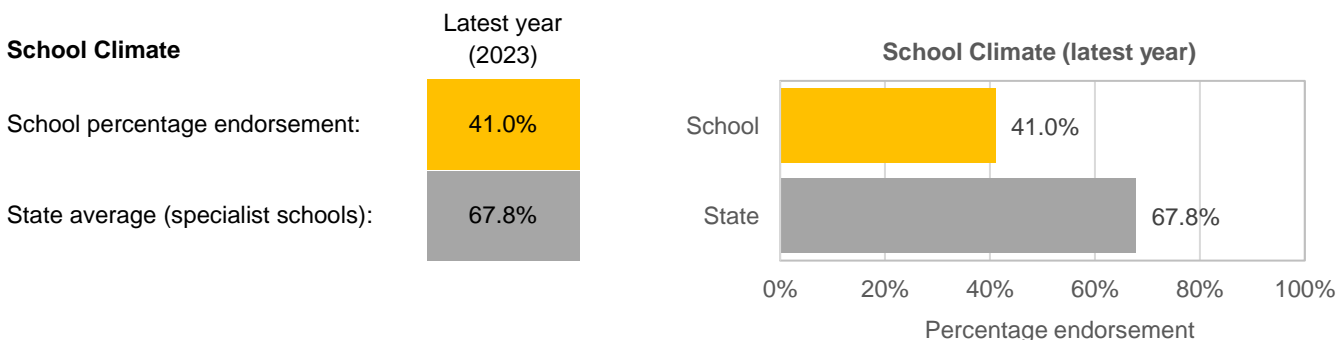


School Staff Survey

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

Percentage 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.



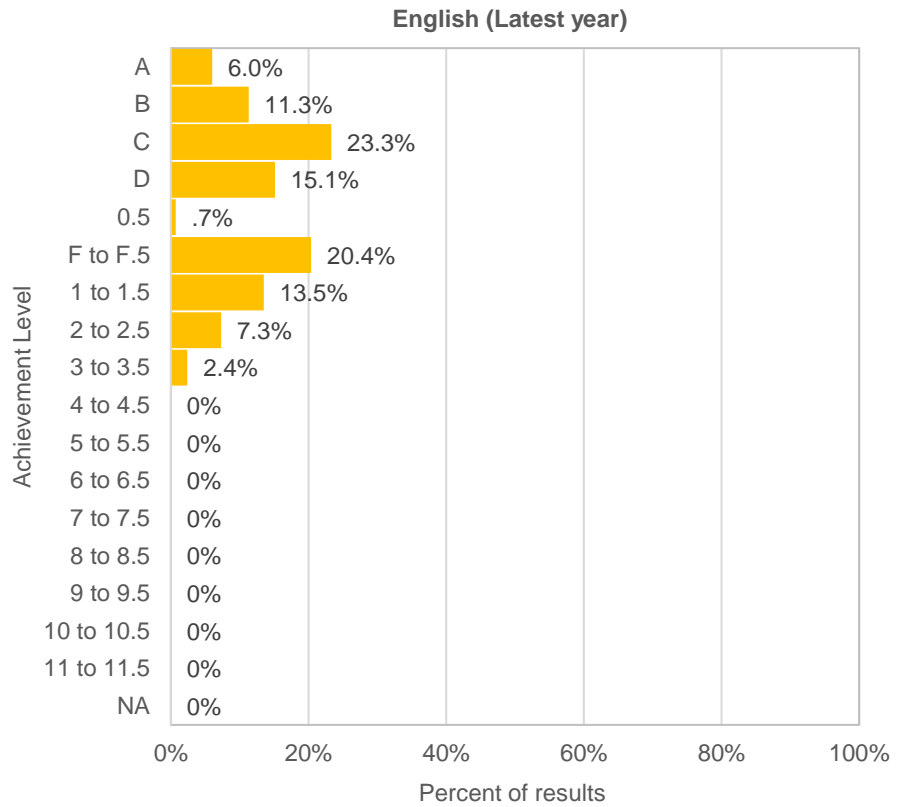
LEARNING

Teacher Judgement of student achievement

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

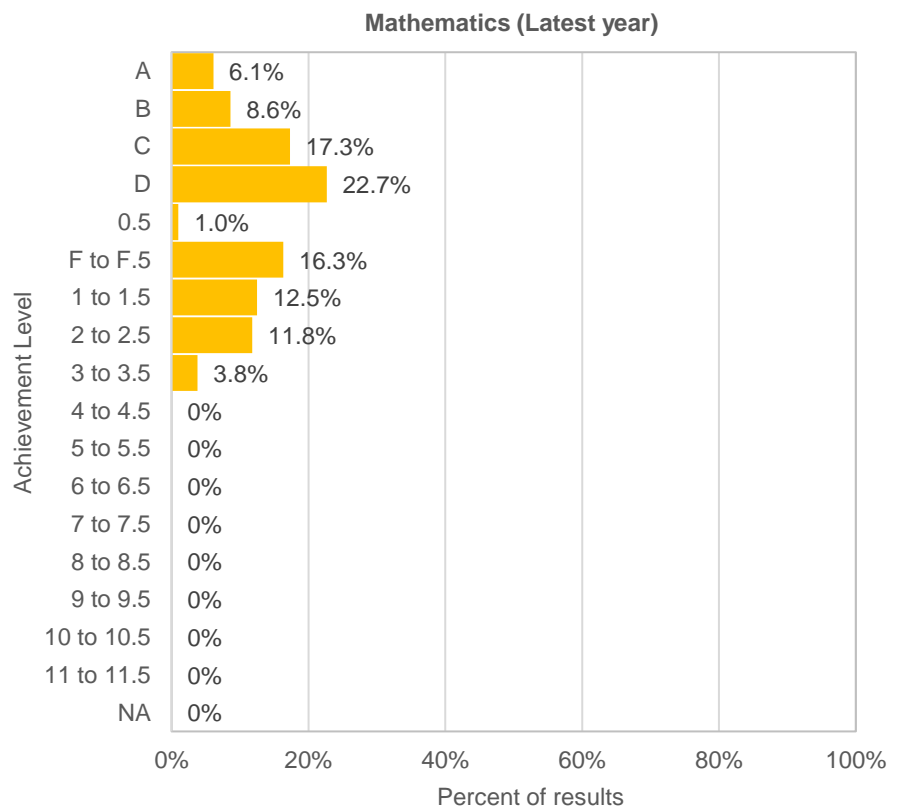
English

Achievement Level	Latest year (2023)
A	6.0%
B	11.3%
C	23.3%
D	15.1%
0.5	0.7%
F to F.5	20.4%
1 to 1.5	13.5%
2 to 2.5	7.3%
3 to 3.5	2.4%
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 (2023)
A	6.1%
B	8.6%
C	17.3%
D	22.7%
0.5	1.0%
F to F.5	16.3%
1 to 1.5	12.5%
2 to 2.5	11.8%
3 to 3.5	3.8%
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	2020	2021	2022	2023	4-year average
School average number of absence days:	23.8	24.8	33.5	36.9	29.5

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	2019	2020	2021	2022	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, 2023

Revenue	Actual
Student Resource Package	\$8,043,714
Government Provided DET Grants	\$1,768,664
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$47,325
Locally Raised Funds	\$34,517
Capital Grants	\$0
Total Operating Revenue	\$9,894,220

Equity ¹	Actual
Equity (Social Disadvantage)	\$282,136
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$282,136

Expenditure	Actual
Student Resource Package ²	\$7,345,450
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$28,717
Communication Costs	\$7,199
Consumables	\$88,720
Miscellaneous Expense ³	\$68,539
Professional Development	\$45,407
Equipment/Maintenance/Hire	\$104,925
Property Services	\$263,587
Salaries & Allowances ⁴	\$600,920
Support Services	\$324,225
Trading & Fundraising	\$12,383
Motor Vehicle Expenses	\$35,625
Travel & Subsistence	\$1,930
Utilities	\$34,262
Total Operating Expenditure	\$8,961,889
Net Operating Surplus/-Deficit	\$932,331
Asset Acquisitions	\$184,784

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$696,953
Official Account	\$64,381
Other Accounts	\$0
Total Funds Available	\$761,334

Financial Commitments	Actual
Operating Reserve	\$245,813
Other Recurrent Expenditure	\$13,925
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$500,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$250,494
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$160,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,170,232

All funds received from the Department of Education, 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.