

2016 Annual Report to the School Community



School Name: Yarraville Special Developmental School

School Number: 5278

Name of School Principal:	Ashwini Sharma
Name of School Council President:	Kim Mace
Date of Endorsement:	28/4/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Yarraville SDS is a small Special Developmental School catering for the educational needs of students aged between 5-18 with moderate to severe intellectual disability. Many have additional disabilities and a high percentage of students have a diagnosis Autism Spectrum Disorder. The current enrolment is 66.6 students.

The school's enrolment is 60. There are 23 students in the Primary Learning Area and 37 students in the Secondary Learning Area. The school has -----equivalent full – time staff: 2 principal class,---- teachers and ---- education support staff.

The purpose of the school is to engage our students in innovative and high quality education and social programs in a friendly and caring environment. The school is a place where learning is fun and our students achieve in ways which provide a basis for continued learning.

Our school community forms part of a diverse and larger community, and our focus is on the ability of our students to participate in this local community and beyond.

Our Values are :

- Be Safe
- Be Respectful
- Be Responsible

Our School motto is *Excellence in Learning*.

The school offers a broad curriculum but there is a clear emphasis on the achievement of improved outcomes in the area of literacy, numeracy and communication whilst building personal and interpersonal capabilities. By building a positive climate for learning and high expectations for the whole school community, we are enabling students to succeed as learners. We take collective responsibility for improving student outcomes and work in collaboration with families, experts and community members to provide every student with every opportunity to learn every day. *Every child, Every Opportunity, Every day*. The school considers student interests and choices to provide purposeful learning environments and authentic learning experiences where students thrive as learners. The school's Positive Behaviours in School (PBIS) framework is creating a positive climate for a safe and stimulating learning environment.

The school's Framework for Improving Student outcomes is strongly aligned to the DET FISO model and is supported by the distributive leadership model. We place relentless focus on teaching and learning through building practice excellence,

We use ABLES (Abilities Based Learning Educational Support) tool to assess student current skill levels and aligned them to Towards Foundation levels AusVELS curriculum. With very few exceptions our students achieved satisfactory or above on the Teacher Assessment of Student Progress. 2016 saw the second year of our implementation phase of our 2015-2018 strategic plan.

The school is located in the South Western Victorian Region and the designated transport area includes most of the Cities of Maribyrnong and Hobsons Bay and some of the Cities of Melbourne and Moonee Valley. This area is culturally and socially very diverse and this is reflected in the enrolment profile of the school. The proportion of students with a Language Background Other Than English (LBOTE) is 0.50 and the school has a Student Family Occupation (SFO) density of 0.6680.

This school has a staff of 26.4 EFT comprising 2.0 Principal class, 13.6 Teachers and 10.9 teacher assistants, 1.6 allied health staff. All teaching staff (Teachers and Education Support) support improvements in the following three areas, This improvement is informed and supported by our Allied Health team.

Framework for Improving Student Outcomes (FISO)



Yarraville SDS focused on the following FISO initiatives in 2016.

Building Practice excellence

- Develop the capacity of Professional Learning Teams to use data to plan, instruct, evaluate impact and set targeted learning goals for each student
- Develop and implement a strategic plan for maintaining and improving technology resources
- Resource the schools strategic plan and AIP through effective use of SRP/Equity Funding

Empowering students and building school pride

- Develop consistent behaviour support approaches and positive language across the school (SWPBS)

Curriculum Planning and Assessment

- Develop and implement a school wide common understanding and practice leading to a common language used by school staff.
- To put into place frameworks to prepare students for post school life across the school

Achievement

As with all special school settings, the overall performance was considered in terms of students achieving the goals set for them in their individual learning plans (ILPs). Individual Learning goals were discussed in Curriculum Meetings. Teachers received some professional learning about how to set SMART goals in order to increase measurable success in student outcomes. This led to teachers collectively developing consistent language for use in ILPs and when speaking to families, which included the type of support, cues, environment, people (familiar and unfamiliar) and group size. In establishing this criteria, teachers and parents have a clearer understanding of what the expectations are and how it will be achieved, an example was

“For Lucy to pack away her toys with hand over hand support from a familiar person.”

“For Lucy to pack away her toys when shown a picture communication symbol (PCS)”

“For Lucy to independently pack away her toys when given a verbal direction.”

During SSGs parents are invited to set goals they feel are important for their child. Working together to reinforce skills in the home and school environments establishes consistency and transferring the skill across different environments.

Yarraville SDS formally acknowledges parents for their role in supporting student learning.

In 2016 the school placed an emphasis on developing students’ speaking and listening skills. Teachers met in groups according to the needs of their students to discuss assessment, planning and teaching these skills. This generated a wealth of experience, ideas and strategies for teachers to try in their classrooms and then share feedback at the next meeting. This led to the introduction of the “First/then” visual book, finish box, mini schedule, choice boards and Picture Communication System for desired behaviour such as ‘holding hands’, ‘sit on chair’, ‘hands down’, ‘break’ and ‘walk with group.’

In consultation with individual teachers, the speech therapist made a list of all students and their recommended communication devices. Amongst them is the software package, Proloquo2Go. With the increasing success for students to have a ‘Voice’, this software was identified as a potential device for the majority of students. A commitment was made to have iPads and the software available to students. Two successful separate grants allowed the school to begin this process; one to purchase iPads and two, to purchase the Proloquo2Go app. Staff were trained in using the software Proloquo2Go by providing them with regular professional learning opportunities. For the classrooms and students who have been using it, they have reveled in the success.

As part of the teaching and learning process, all teachers use the biannual ABLES surveys as a means of assessment and to provide new goals for students on the AusVELS curriculum in 2016. Professional Learning on moderation of ABLES and one to one conversations with teachers allowed for a shared understanding of the ABLES questionnaire. This means that there is more consistency in identifying student’s abilities and needs. This is an ongoing process for teachers. In preparation for 2017, teachers matched the ABLES data to the Victorian Curriculum. This process is important as it forms the basis of where to start when goal setting.

Overall students achieved the majority of their goals, including speaking and listening goals. The target was for 70% of our student population, for whom ABLES is appropriate, will show a learning gain. Data revealed that 97% of students showed a learning gain.

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement



Engagement refers to the extent to which students feel connected to the school and engaged in their learning. Engagement includes students' motivation to learn, as well as their active involvement in learning. Our school philosophy is reflected in its programs and based on the belief that children learn best in a co-operative environment that is happy, challenging, supportive and non-threatening. Yarraville SDS continued to develop the School Wide Positive Behaviour Program (SWPBS) by establishing a committee made up of 4 teachers and the Assistant Principal. The committee, through consultation at staff meetings, created a SWPBS booklet and initial classroom packs with poster size behaviour matrix, bag tags, visuals and lesson plans to teach specific skills such as asking for help and listening to teachers. Data that was collected before and after these skills were taught revealed that there was overall improvement in students requesting help through verbal, key word sign, PCS or Proloquo2Go. Similarly by explicitly teaching the 4 signs of listening, staff could measure this easily; eyes are looking, ears are listening, mouth is quiet and hands and feet are down. All staff used the same language, visuals and reinforced these expectations in classrooms, specialist classes, in the playground and on excursions. The whole school approach proved to be powerful in achieving success.

Our focus on student engagement also included professional learning sessions on FBA (Functional Behaviour Analysis) which is the process of collecting data to find out the causes of the behaviour. Once the reasons for the behaviour were established, staff were able to develop strategies to change, replace and teach the desired behaviour. Two staff also attended a 5 day CPI (Crisis Preventative Intervention) course and presented the content on a curriculum day and 2 one hour sessions for all staff, including students on placements at YSDS at the time. This course is underpinned by SWPBS and was a valuable program which complimented the work already started at YSDS. 2016 started with 11 students on the third tier, indicating they were displaying behaviours of concern and by the end of 2016, there were 6 students in the third tier. This was another strong indicator of the school's successes in improving student engagement.

Wellbeing

A commitment was made during 2016 to explore more pathways for our senior students in their careers after school. Through attending the Specialist Schools Transition Network meetings we were able to connect with programs such as 'Ticket To Work' which aims to connect students with businesses willing to provide them with valuable work experience and in some cases apprenticeships that could lead to employment. One of our students applied to the program and was given the opportunity to be interviewed by the panel. This was great experience for him and something that he is now able to add to his growing resume. Three of our senior students also participated in work experience at Bunnings Warehouse, West Footscray. Each week they performed work duties such as watering the plants in the garden section, packing shelves and stocktaking.

With the introduction of the Senior Transition Education Program (STEP) and weekly Electives activities senior school students were given the opportunity to engage in targeted learning experiences to help better prepare them for life after school. Cooking, grooming, social skills and fitness programs run by both teachers and Allied Health Professionals proved popular and students thoroughly enjoyed practicing their skills. A large group of students undertook pamphlet delivery duties in the area surrounding the school for Salmat Distribution. These students worked hard to collate the pamphlets correctly each week and then deliver them efficiently.

Six students graduated from Yarraville SDS in 2016. Their parents joined staff on a bus tour of many different adult placement centres and were therefore able to make informed choices regarding post school options for their children. All students participated in a transition program at the end of 2016 and were supported by school staff to participate on a number of days at their chosen centre. 80% of the parents have reported back to the school that they are pleased with their selection, that their children are happy and that they are attending adult placement 5 days per week. Staff have been unable to reach the remaining parents at this time.

For more detailed information regarding our school please visit our website at Yarraville.sds@edumail.vic.gov.au



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 67 students were enrolled at this school in 2016, 19 female and 48 male. There were 50% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																						
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p style="text-align: center;">Results: English</p> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>10%</td></tr> <tr><td>B</td><td>28%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>30%</td></tr> <tr><td>F</td><td>5%</td></tr> <tr><td>F.5</td><td>0%</td></tr> <tr><td>1.0</td><td>2%</td></tr> <tr><td>1.5</td><td>0%</td></tr> <tr><td>2.0</td><td>0%</td></tr> <tr><td>3.0</td><td>1%</td></tr> <tr><td>3.5</td><td>1%</td></tr> </tbody> </table> <hr/> <p style="text-align: center;">Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>22%</td></tr> <tr><td>B</td><td>23%</td></tr> <tr><td>C</td><td>18%</td></tr> <tr><td>D</td><td>10%</td></tr> <tr><td>1.5</td><td>2%</td></tr> <tr><td>NA</td><td>28%</td></tr> </tbody> </table>	Level	Percentage	A	10%	B	28%	C	22%	D	30%	F	5%	F.5	0%	1.0	2%	1.5	0%	2.0	0%	3.0	1%	3.5	1%	Level	Percentage	A	22%	B	23%	C	18%	D	10%	1.5	2%	NA	28%
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Performance Summary

Engagement	Student Outcomes																	
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>26.4</td> <td>23.4</td> <td>25.9</td> <td>29.3</td> <td>26.3</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	26.4	23.4	25.9	29.3	26.3
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<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>100.0</td> <td>100.0</td> <td>ND</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	ND	100.0	100.0	ND	100.0
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How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Changes in student achievement

Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

Towards Foundation Level Victorian Curriculum

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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,612,992
Government Provided DET Grants	\$400,432
Government Grants Commonwealth	\$6,100
Government Grants State	\$9,725
Revenue Other	\$43,206
Locally Raised Funds	\$23,738
Total Operating Revenue	\$3,096,193

Expenditure	
Student Resource Package	\$2,274,694
Communication Costs	\$5,803
Consumables	\$53,416
Miscellaneous Expense	\$157,595
Professional Development	\$16,418
Property and Equipment Services	\$227,658
Salaries & Allowances	\$92,261
Trading & Fundraising	\$3,098
Travel & Subsistence	\$7,626
Utilities	\$16,844
Total Operating Expenditure	\$2,855,414

Net Operating Surplus/-Deficit	\$240,779
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$10,181
Official Account	\$68,507
Other Accounts	\$262,076
Total Funds Available	\$340,763

Financial Commitments	
Operating Reserve	\$73,459
Asset/Equipment Replacement < 12 months	\$18,800
Beneficiary/Memorial Accounts	\$218,000
School Based Programs	\$1,200
Provision Accounts	\$4,000
Capital - Buildings/Grounds incl SMS>12 months	\$21,304
Total Financial Commitments	\$336,763

The school finished with a sound credit surplus. The school was to receive another mod 5 portable and refurbish student toilet facilities to meet the current needs of the student in 2016. The commencement of the mentioned work was delayed so the surplus will be used to upgrade existing facilities including the redevelopment of the playground and fencing.

Our school also needs to be mindful of the significant effect that reduction in numbers can have a funding.

Further to the student resource package, we received additional funds to support our sporting, camps/excursion and readiness for work programs.

The school has funds invested from the transition from day training centre to special developmental school. Interest from this investment has supported and continues to support development of facilities and resources.

We believe that the resources of the school have appropriately supported our student learning and welfare within the community.