

**2014 Annual Report to
the School Community**

Hume Valley School

School Number: 4950



Name of School Principal: Diane Bassett

Name of School Council President: Wendy Vistarini

Date of Endorsement: 25th March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Hume Valley School is a dual campus special school catering for students with mild intellectual disabilities, and associated disabilities and impairments, in the North Western Victoria Region.

The school population reflects a rich cultural diversity of 16 Nationalities and 20 language groups with 126 students from English as an Additional Language backgrounds. The school provides a comprehensive curriculum and individual educational programming for students between five and eighteen years of age. Parent satisfaction in 2014 was rated at 6.2 on a scale of 1 - 7, with 7 being the best possible score. Staff survey results rated our school's Collective Focus on Student Learning at 85% (8.5 out of a possible 10)

Our 2014 enrolment of 255 students comprised of 98 female and 157 male students and a staffing profile comprised of 2 Principal Class Officers, 42.9 EFT teachers and 27.5 EFT Education Support Staff.

The school is divided into five Sub-Schools that approximate the stages of learning. Our Koroit Avenue campus which caters for students from five to sixteen years of age, is currently being rebuilt in stages. A new builder was appointed at the end of Term 2 2014 to complete the final two stages of the rebuild. Our Tanderrum Way (VCAL) campus, located within the Hume Central Senior Secondary College, caters for our Years 11 and 12 students and staff.

Extensive partnerships between the school, educational and vocational providers and community agencies continued to enhance program provision, educational outcomes and post school placements for our students.

In November 2014 we participated in a Peer Review process to assess our achievements against the goals and targets of our 2010 – 2013 Strategic Plan relating to student achievement, engagement, wellbeing and productivity. The school self-evaluation, undertaken in consultation with the school community, the review meeting and the review report were all very positive about our school and its achievements from 2010 onwards.

Achievement

Our 2014 student learning focus was to improve individual student performance in English and Mathematics. Each student has an Individual Learning Plan developed for them each year using the SMART goal setting model. These plans are developed and reviewed at Student Support Group meetings conducted each term with parents.

Professional Learning Teams operated across the school, using ABLES and school based data and moderation to identify and plan for student learning needs and to evaluate progress.

Our P-10 pedagogy and curriculum framework incorporates the E5, Abilities Based Learning and Education Support (ABLES) tools and resources, AusVELS (Levels A to D and Foundation to 10) and the Careers Curriculum framework (for Years 9 & 10). The Hume Region Special Schools Curriculum is also used in goal setting.

A comprehensive Victorian Certificate of Applied Learning Program (VCAL Foundation Level), inclusive of a range of Vocational Education Training in schools programs (VETiS) and School Based Apprenticeships and Traineeships (SBATs) is provided for all Year 11 and 12 students.

The 2014 data obtained through the school based assessment schedule, the Abilities Based Learning & Education Support (ABLES) Program data and Teacher Assessment of Student Progress indicates that 99% of students (who regularly attend school) have made satisfactory or better progress in their learning against their individual goals. 100% of Year 11 and 12 students participated in VCAL with 20 students completing the full certificate and 11 remaining students gaining partial VCAL Skills Strand Credits. 6 students completed the Cert II in Printing and Graphic Arts (VETiS) and an additional 4 students successfully undertook one year of the 2 year course. 4 Year 12 students undertook Certificate II in Horticulture (VETiS) and 8 students successfully completed Cert. III in Warehousing Operations (SBAT).

Extensive eLearning and cyber safety programs are offered across the school, and also in partnership with the Hume Global Learning Centre, to maximise program delivery, student engagement and development of high level ICT competencies.

Our plans for the future include an ongoing focus on improving each student's communication skills and developing their English and Mathematics competencies.

Engagement

Our focus on student engagement saw ongoing provision of high quality programs and resources. There is strong evidence of the school's successes in improving student engagement.

Parent feedback through the SSG process parent/teacher forums and parent opinion data highlighted improved student engagement in the learning process. The Parent Opinion Survey placed Stimulating Learning at 6.38, Student Motivation at 6.04, Connectedness to Peers at 5.98 and School Connectedness at 6.16 (on a 7 point scale).

We continued to enhance student engagement, particularly for those at risk, through the provision of a range of community access, specialist, and extra-curricular programs including the highly successful Community Connections Program.

A number of enrichment programs and partnerships for learning initiatives were undertaken with other schools and community groups such as SYN radio, recreation, personal training, technology programs, a homework club and helping hoops program.

Absence data remains high with many absences being unexplained. The next most significant absences are due to illness, extended family holidays and parent choice. To address the high rate of absence we continued participation in Network attendance projects, ongoing appointment of a designated attendance officer and implemented school wide procedures to monitor and follow up on student absences.

Student Voice was strengthened through leadership of school wide events and assemblies, responsibility positions and design of and participation in the Community Connections programs. Parents were engaged as partners through regular SSGs, parent group meetings, parenting programs, school activities and performances, career conversations and forums.

Well-structured transition programs and resourcing provided high level support to students, and their families, transitioning into, across and exiting the school.

In relation to Preps we strengthened links with Early Childhood, community services and mainstream schools, conducted/participated in transition information forums for parents, agencies and schools and increased personnel and expertise in our Student Wellbeing Team.

In relation to transition across the school, handover sessions took place over four days prior the end of the school year. Year 10 students and their families participated in transition sessions at the VCAL campus. Orientation and transition sessions were conducted for all students, enrolling and transitioning across the school.

Programs provided to develop vocational skills and ensure successful transition into relevant post school options included the implementation of the Careers Curriculum Framework for all 15+ students and extension of VCAL, VETiS and SBAT provision. All 15+ students had Career Action Plans. The full time Careers Transition Officer worked closely with exiting students, their families and post school providers to individually tailor post school placements for 100% of exiting Year 12 students.

In the future we will continue to cultivate an environment where students are active and curious participants in their learning and strengthen pathways for the transition of students across their years of schooling. We will continue to build employability skills curriculum and programs by extending the Careers Curriculum to Years 7 - 9 students, hold career conversation workshops and post school forums for parents, extend our ongoing partnerships with educational and workplace providers to enhance vocational training e.g. Ticket to Work. Individualised and interest-based pathways and post-school placements (CAPs) will be further developed.

Wellbeing

Hume Valley School provides excellent student support including 2.6 school based Student Wellbeing Officers and 2.0 Speech Pathologists. The school has access to a DET Psychologist and sources other therapy services and counseling programs.

In 2014 we continued to build on effective behaviour management strategies through professional learning, ongoing evaluation of school and individual staff practices, data collection, whole staff training in SWPBS Online modules and school based and external professional learning. Our Wellbeing Team and SWPBS Committee led these successful initiatives.

In order to promote consistency between school and home, the school utilised Communities for Children funding and personnel to provide targeted parent support and training. Our continuing partnership with consultant-psychologist Dr Senem Eren was beneficial in providing positive support for parents through the delivery of the Signpost parenting programs. Additional parent programs were provided by our speech pathologists and other professionals.

Extended partnerships with professionals, outside agencies and organisations have provided resources and programs critical to student wellbeing including Banksia Gardens and Co Care programs. We commenced partnership discussions with Grafton Australia personnel to pilot an online goal mastery program to analyse and support behaviour.

The delay in the completion of our rebuilding program has resulted in a reduced playground and classroom spaces leading to an increase in negative student interaction and at risk behaviour in 2014. We look forward to the completion of state of the art facilities in 2015.

Extensive health and physical education programs across the school promoted healthy living choices. These included traffic safety education, dance, inter school sport, swimming, outdoor education and camps, human relations, healthy eating and independent living skills programs.

The school focused on building a safe and secure learning environment including support from behavioural consultants, outside agencies, therapy services and a highly experienced Wellbeing Team. The Wellbeing Team supported teachers to develop behaviour management plans and provided behavioural consultancy, guidance and support for staff, students and families. Alternate programs such as increased community access and connections provided positive social participation, interaction and mentoring to support students with extreme behaviours. Parent Opinion of *Social Skills* reached 6.11 in 2014 which placed the school at the 95th percentile of specialist schools statewide.

Our future direction will see a strengthened capacity of staff to support students to achieve their inter and intra personal skills.

Productivity

In 2014, we prioritised our resources to successfully implement DET initiatives, the key improvements strategies of our Strategic Plan and to respond to emerging issues important to the school. In particular the allocation of school financial resources to the school rebuild project continued as a priority. As in past years 100% of the School Resource Package was allocated to Equity Funding and fully expended on the school staffing structure, therapy support, Early Years, Middle Years and Later Years programs and program resources and ICT resources. We provided additional support for at risk students including an alternate Middle Group, community connections and healthy living programs. Low SES funding enabled us to appoint a Social Worker and a Youth Worker to the Wellbeing Team and to continue to employ our Career Transition Officer to increase wellbeing and transition support for students.

During the year, the delay in completing the rebuild project put pressure on the school's ability to provide the best education for students and considerable strain on the staff and existing school facilities. We deemed it necessary to allocate considerable school resources, human and financial, to maintain programs and student/staff safety and comfort.

Going forward we will provide resources and staffing that will ensure the ongoing improvement in student outcomes.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 244 students were enrolled at this school in 2014, 93 female and 151 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



How to read the Performance Summary

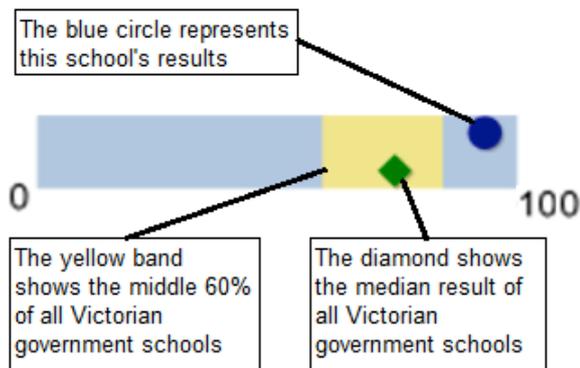
What are student outcomes?

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 colleges, 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).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

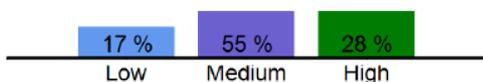
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$5,770,028
Government Provided DE&T Grants	\$604,979
Government Grants Commonwealth	\$1,100
Revenue Other	\$102,047
Locally Raised Funds	\$89,091
Total Operating Revenue	\$6,567,245

Funds Available	Actual
High Yield Investment Account	\$165,123
Official Account	\$40,231
Other Accounts	\$1,000,033
Total Funds Available	\$1,205,387

Expenditure	
Student Resource Package	\$5,519,433
Books & Publications	\$87
Communication Costs	\$18,561
Consumables	\$101,506
Miscellaneous Expense	\$261,432
Professional Development	\$65,307
Property and Equipment Services	\$186,469
Salaries & Allowances	\$150,852
Trading & Fundraising	\$17,141
Travel & Subsistence	\$39,936
Utilities	\$48,100

Financial Commitments	
Operating Reserve	\$143,171
Asset/Equipment Replacement < 12 months	\$101,000
Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Revenue Received in Advance	\$16,621
School Based Programs	\$284,596
Asset/Equipment Replacement > 12 months	\$115,000
Capital - Buildings/Grounds incl SMS>12 months	\$440,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$20,000
Total Financial Commitments	\$1,205,387

Total Operating Expenditure **\$6,408,822**

Net Operating Surplus/-Deficit **\$158,423**

Asset Acquisitions **\$5,072**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The main items of expenditure in 2014 included building and safety related grounds works as a result of the school rebuild project. Furnishing and technology upgrades, staffing to support student wellbeing and professional development were other significant items of expenditure. Low SES funding was allocated to the provision of Literacy/Numeracy intervention programs, appointment of a Social Worker and a Youth Worker to the Wellbeing Team and ongoing employment of our Career Transition Officer to increase wellbeing and transition support for students. In 2015, accumulated funds will be allocated to the next stages of our rebuilding program, landscaping, playground equipment, furnishings, technology upgrades and vehicle replacement.