

# 2021 Annual Report to The School Community



**School Name: Hume Valley School (4950)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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.

- This 2021 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

## About Our School

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### School context

Hume Valley School is comprised of three campuses catering for students from 5 to 18 years of age with mild intellectual disabilities, and associated disabilities and impairments, in the North Western Victoria Region. Our students are funded under the Program for Students with Disabilities (PSD). The school is organised into seven sub-schools that approximate the stages of learning; these include: Junior, Primary, Middle, Secondary, Senior, PreCAL, VCAL sub-schools. Our Koroit Ave Campus is the main campus, catering for students from Prep to Year 2 and Years 7 to 10 equivalent. Our Narrun Campus caters for our Primary aged students, Years 3 to 6 equivalent and is co-located on the Dallas Brooks Community Primary School site. Our Tanderrum Way Campus provides a Foundation Level VCAL program for our Years 11 and 12 students and is located within the Hume Central Senior Secondary College.

The leadership profile of the school was expanded in 2021 to include one additional substantive Leading Teacher and two additional substantive Learning Specialists and middle level leadership roles were undertaken by aspirant leaders in acting sub school leadership roles, leadership of sub committees, School Improvement Teams (SIT) and Professional Learning Community (PLC) teams.

Our vision and purpose is to create an inclusive, safe, respectful and engaged learning community where all students are motivated to learn and to maximise their social, personal, educational, and post school potential. Hume Valley School is committed to the provision of a vibrant child safe learning community characterised by the development of authentic relationships and high expectations. Emphasis is placed on literacy, numeracy, social competency and vocational training to equip our students to lead successful adult lives.

The school values of Respect, Responsibility, and Resilience are embedded in all school policies and practices. At the centre of the school's values are the expectations that all students be ready for learning, respect themselves and others, act safely and care for their school. These expectations are explicitly documented for both staff and students in a school based matrix. The expectations are also supported by positive partnerships with all members of the school, school council and the wider community to ensure optimal educational and social outcomes. The school motto 'Achieving Potential Together' is reflected throughout the school and in our extensive partnerships with the wider community.

The school population reflects a rich cultural diversity of 14 Nationalities and 30 language groups with 49 percent of students had English as an Additional Language students backgrounds. 4 percent of students were of Aboriginal/Torres Strait Islander (ATSI) background and 21 students from refugee backgrounds. In 2021 we had 0 students enrolled from overseas, therefore we did not offer an International Student Program. At Hume Valley School we have a broad range of socio-economic backgrounds in our student population with our Student Family Occupation (SFO) density at 0.7529 and the Student Family Occupation Employment (SFOE) at 0.6116. Many families require a high level of support to address medical, social and educational needs and issues. 364 students were enrolled at this school in 2021, 109 female and 255 male students and our staffing profile comprised of 5 Principal Class Officers, 62.7 Teachers and 50.64 Education Support Staff and one staff member identifying as Aboriginal/Torres Strait Islander (ATSI).

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### Framework for Improving Student Outcomes (FISO)

In 2021 our Annual Implementation Plan goals and Key Improvement Strategies (KIS) were aligned with the Framework for Improving Student Outcomes (FISO) dimensions 'Excellence in Teaching and Learning', 'Positive Climate for Learning' and 'Community Engagement in Learning' and our 2018 - 2021 strategic focus remained on improving student outcomes in Reading and Number, improving student connectedness to school and engagement in learning and improving the vocational skills of students. Covid-19 continued to have a significant impact on school

operations, our students, staff, and school community in 2021; it was a critical time for the re-engagement of our students, re-establishment of school routines, and undertaking steps necessary to prepare for and complete successful transitions. This resulted in us refocusing our school goals and KIS to align with the state-wide common and core priorities and modifying KIS to address: 'Learning catch-up and extension', 'Happy, active and healthy kids' and 'Connected schools'.

The 'Learning catch-up and extension' priority area was aligned to our 'Building Practice Excellence' goal, ensuring resources were allocated to support students who, despite the best efforts of families and teachers, had fallen behind in their learning and also to extend those who thrived in the remote and flexible learning environment. Additionally, our focus was to support cohorts most affected by the lack of our usual transition practices i.e., our preps and Year 1, Year 7 and Year 12 students. KIS were developed to enhance student achievement through supporting the delivery of the Tutor Learning Initiative (TLI), our VCAL program and enhancing the impact of Professional Learning Communities (PLC's) through improving teacher data literacy.

The 'Connected schools' priority area was aligned to our 'Building Communities' goal, ensuring that we continued to focus on and strengthen practices to engage and build strong connections with families, carers and the community that we established during the Covid-19 period in 2020. Strategies were developed to embed flexible and improved ways of communicating and working with our school community and to support student engagement. This was achieved through enhancing the digital technologies program, assisting parent/carers and new teachers' to access virtual platforms to support students and engage with the school during remote learning and lockdown periods.

The 'Happy, active and healthy kids' priority area was aligned to our 'Positive Climate for Learning' goal, ensuring that we effectively mobilised available resources to support our students, especially the most vulnerable, through programs that prioritised our students' mental health and enabled students to get back outdoors, get active and get creative. KIS were developed to enhance student engagement through the redevelopment of the Community Connections program, ensuring all staff were trained in trauma informed practice through the Berry Street Education Model and through recruiting the expertise of a Mental Health Practitioner.

To support continued improvement within our priority areas School Improvement Teams were established. These teams met termly and developed action plans, lessons, and resources to support the consistency of teaching content, using the Framework for Improving Student Outcomes (FISO) improvement cycle to develop, implement, monitor, and evaluate these priority areas within the AIP.

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## Achievement

### Building practice excellence - Learning, catch-up and extension priority

Hume Valley School provides a comprehensive F-10 and VCAL curriculum with breadth and depth, addressing the learning needs of students from five and eighteen years of age. Our students are funded through the Program for Students with Disabilities (PSD) and we support them through the delivery of personalised learning support programs, ensuring that individual student needs are met in negotiation with parents/carers. In 2021 we continued to focus on enhancing program provision for our students by maintaining partnerships with educational, vocational providers and community agencies. Many partnership programs however were impacted by the Covid-19 pandemic which resulted in changes to school operations.

### Professional Learning Communities

Throughout the year PLC meeting times were trialled to be conducted both during the school day and after school. It was concluded that after school PLC meetings were a more viable 'protected time' as during the school day the focus of teachers and leaders is to support students. Unfortunately, we had to re-purpose our PLC library to accommodate increasing student enrolments. Pivoting to and from remote and flexible learning meant PLC meeting times were impacted throughout the year, particularly in Term 4 when students and teachers transitioned back to onsite learning.

Despite these disruptions, PLC leaders completed data literacy training and PLC double Venn diagram training and data walls were established for each sub school. In 2022, based on our priority goals, our PLCs will shift focus from Literacy to Numeracy. We are working on expanding the number of PLC leaders across the school and with consistent funding and workforce planning the impact of PLCs will continue to strengthen.

#### Tutor Learning Initiative

In Term 1, 2021 we successfully recruited one fulltime and two part-time tutors to facilitate tailored small group and individual student programs. Hume Valley School established the blended Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) framework to support the delivery of the tutoring program along with clear criteria to identify those students requiring tutoring. Our framework and selection process ensured a fair and equitable method to select students for the program and for it to be delivered. Tutors were allocated across the 3 campuses and provided with a timetable and schedule to support the delivery of the tutoring program. Tutors were consulted regularly, met fortnightly with their team leader and were released to complete the online learning modules and webinars designed to support the implementation of the TLI. The Assistant Principal met with the tutors regularly throughout the year and at the conclusion of each term for a self-evaluation. The framework underpinning the tutoring program has facilitated collaborative relationships between teachers and tutoring staff and has resulted in our tutors being acknowledged as very valuable members of the teaching team. The Assistant Principal leading the implementation of the TLI presented the Hume Valley blended MTSS and RTI model to Victorian schools via the Arc platform and then reported Hume Valley's action research and evaluation of the program in collaboration with Karen Underwood. At the end of 2021 we appointed 2.4 EFT tutors to support students, from Juniors to VCAL, through the TLI in 2022. Hume Valley School has been selected as a TLI case study school; filming to commence in 2022 and due to the success of TLI implementation we will continue with our established framework and implementation of the TLI in 2022.

#### Data Literacy / Student Data

We continued to focus on improving whole school data collection and interpretation through the establishment of digital data walls. The development of our data walls meant teachers were able to target literacy cohort needs (based on PM benchmark data); and interpreting the data supported teachers to effectively triangulate Semester 2 assessment in Reading & Viewing. As English remained a focus of our PLC schedule throughout the year, it ensured that teachers prioritised daily English lessons both onsite and during remote learning (google classrooms), and lessons were effectively adapted and targeted to student needs. Following this evaluation, our PLC focus and data focus will shift from Literacy to Numeracy. In 2022, we will continue to focus on improving whole school data collection and interpretation through Math's Online Interview (MOI) data during PLC's. Our Learning Specialists participating in the Primary Math's and Science Specialist initiative (PMSS) have led the development of our numeracy focus in 2022. Our data focus will also be driven by our commitment to the Hume Moreland Special Schools Community of Practice, through the integration of the double Venn diagram.

PLC leaders attended regular fortnightly meetings with an Assistant Principal collecting, analysing, responding to and monitoring data throughout the year. PLC leaders also delivered weekly professional learning to facilitate training for teachers on mandated assessments. Teachers engaged in reflection and were provided with feedback during termly PPD's, PLCs and Learning Specialist observations. In 2022, PLC leaders will complete training with the PMSS leaders and online learning through the PLC initiative. The importance of data literacy for PLC leaders will also be acknowledged by allowing time for them to complete data wise training. Learning Specialists, in collaboration with the Assistant Principal, will continue to deliver weekly professional learning to facilitate training on mandated assessments and will continue to provide regular feedback to teachers following classroom observations.

#### VCAL

Our ongoing commitment to preparing our students for a successful post school life remained a focus in 2021 for our PreCAL (year 10) and Victorian Certificate of Applied Learning Program (VCAL Foundation Level) programs. Our leadership team continued to embed year 10 to VCAL pathways by aligning our year 10 industry specific focus with the Victorian Curriculum Learning Outcomes. Individualised student learning needs were met through the community connections programs and structured workplace learning, including a targeted range of certificate courses, workshops,

and volunteer workplace programs. Students in years 10 to 12 continued to demonstrate high levels of engagement when participating in the range of programs offered and further development of their vocational skills. Our 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) was provided for all Year 11 and 12 students. VETis and SBAT subjects were also provided for selected year 10 students. Students participated in an extensive range of vocational training programs and in collaboration with community, industry, educational and vocational training partners we were able to continue to offer a range of these programs, both onsite and virtually, during the remote and flexible learning periods.

Although a challenging year for students, parents/carers and schools alike, our 2021 achievement data identified through the school rubrics, the Abilities Based Learning & Education Support (ABLES) Program data and Teacher Assessment of Student Progress, indicated that students who attended regularly made satisfactory or better progress in learning against their individual goals.

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## Engagement

Building communities - Connected schools' priority

### Digital Technologies

To leverage off the success of engaging with parents/carers and students using online platforms in 2020, we recruited a Digital Technologies teacher and established fully equipped Digital Technologies spaces on all campuses. Our Digital Technologies teacher collaborated with the specialist coordinator and Assistant Principal to establish a 3-year curriculum plan. They established rubrics to capture and collect student progress and planned parent information sessions regarding the use of google classrooms and cyber safety. Although Juniors to Seniors were scheduled to receive a Digital Technologies program throughout the year, and parent sessions were planned, these were impacted by the constant pivoting to and from remote and flexible learning. Towards the end of semester 2 we recognised the need to continue to focus on Digital Technologies and advertised a Learning Specialist role, through the lens of Science Technology Engineering Art and Mathematics (STEAM), to enhance this curriculum area. We were successful in appointing a STEAM Learning Specialists and we are integrating Digital Technologies into our STEAM program in 2022.

### Virtual Platforms

Our DT teacher responded to parents/carers requests for support in accessing google classrooms to assist their children during remote learning. Formal and informal training was provided to families throughout remote learning (i.e., WEBEX, instructional videos, YouTube tutorials), presented in multiple languages and 1 to 1 support was given where needed. All sub-schools provided remote options for parents/carers/students to engage in Student Support Groups (SSG) through Webex/Google Meets/and telephone. To further engage parents, we communicated information via LED signage, regular community updates and via our social media page. Compass generated bulk text messages were used regularly to advise of student absences, changes in programming, emergency notifications and sub-school mobile phone numbers were made available for immediate contact between home and school.

### Engaging with the School During Remote Learning and Lockdown Periods

In 2021 the SRC remained active through a google classroom forum during the remote learning periods. Parents attended whole school special events via webex which included our Aboriginal and Torres Strait Islander (ATSI) day and NAIDOC acknowledgement celebration. The Google Classroom online platform, which successfully engaged students in 2020, remained embedded in our teaching and learning practice and enabled a platform for teachers to differentiate learning for all students across the school during remote learning. We successfully adopted WebEx and Google Meet as the virtual platforms for meetings, lessons, assemblies, special events and curriculum days via. Our Learning Specialists supported beginning teachers to effectively deliver lessons through Google Classrooms and

provided upskilling for our ES staff to assist teachers in the delivery of online learning programs.

The scheduled Real Industry Job Interviews (RIJI's) were conducted during the remote learning period. Normally, this program would be facilitated by the Uniting Disability Employment Service, but again due to COVID – 19, these were completed by each Year 12 student during Personal Development classes via Google Classrooms. Work placements were discontinued during remote learning and did not resume in 2021. We have re-signed our agreement contract with Bunnings Warehouse and have indicated our interest in continuing the partnership with them in 2022. The VCAL staff, Careers Transition Officer and Structured Workplace Learning co-ordinator worked closely with exiting students, their families and post school providers to individually tailor post school placements of exiting Year 12 students.

## Attendance

2020 was a challenging time for students, parents/carers managing various lockdowns. To address student absences, our school leadership and wellbeing teams developed an 'immediate school action plan' to identify our most vulnerable students, this action plan identified ATSI students, students in Out of Home Care, students with complex health needs and challenging and complex behaviours. Teachers also completed and maintained student attendance records twice per day (onsite and virtual learning) and completed a daily wellbeing monitoring tool to highlight students' regular non-attendance. For students with unexplained absences the middle level leaders and wellbeing team followed up with parents/carers in accordance with our Attendance and Student Engagement Policy, asking the parent/carer for an explanation of the absence, offering support, or linking parents/carers with DFFH if necessary.

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## Wellbeing

Health and wellbeing - Happy, active and healthy kids priority

In 2021 our focus remained on our child safe culture and whole school approach to supporting the health, wellbeing, inclusion and engagement of all students. Covid 19 had a significant impact on the teaching, learning and wellbeing of the students and staff and many community programs were unable to occur. The school provided significant expertise and resourcing, including a multi-disciplinary team approach to support all students to remain engaged with their learning to an optimal level during the remote and flexible learning periods.

### Enhancing Student Wellbeing Support

The Wellbeing and Therapy teams consisting of four Student Wellbeing Officers, three Speech Pathologists and two Occupational Therapists were all allocated specific roles and sub-schools to enable consistent student support and high-quality wellbeing and therapy programs. These teams provided professional learning, student support, case management, behavioural consultancy and therapy. They were assisted, when required, by a DET psychologist. Visiting teacher services provided support to hearing impaired students during the first term of the school year only. Social work students and art therapy students undertook supervised placements during the year providing additional wellbeing support onsite during term 1 and term 4. Our PSD team, supported by wellbeing and therapy team members, successfully facilitated assessments, re-appraisals and year 6/7 reviews. The enrolment and transition process was affected by the inability to conduct on-site school tours throughout the year, which in turn affected our ability to predict enrolments and our 2021 staffing needs.

Throughout the year the School Wide Positive Behaviour Support (SWPBS) Implementation Team continued to work through our 4-year action plan and the SWPBS meeting schedule was maintained during Remote and Flexible Learning. SWPBS lessons were facilitated across the school both onsite and remotely as required. The implementation of Google Classrooms provided teachers with a more effective means to engage students in the sessions. During R&FL, sub schools continued to prioritise SWPBS by acknowledging students who demonstrated expected behaviours



during school assemblies. SWPBS language and practices were reinforced throughout the year, resulting in students continuing to respond to prompts and motivators when on site learning was re-established. Teachers positively responded to students demonstrating expected behaviours with 'Positive Points' and classroom acknowledgement systems. Anecdotally, reinstating these norms and routines has had a positive impact on student re-engagement in on site learning. The Wellbeing Team and Leadership provided support for students exhibiting more complex behaviours, requiring Tier 2 and Tier 3 support and case management. Ongoing participation in the regional SWPBS initiative supported our SWPBS team in the implementation of our SWPBS action plan and working towards Bronze Level accreditation.

### Community Connections Program

In 2021 we strengthened our Community Connections Program by aligning our programs to the Victorian Curriculum to target students' individual learning goals. We established an agreed approach to identify, respond to and monitor student disengagement, developing a formalised program aligned with the Victorian Curriculum and documented in our 2021 Community Connections Handbook. Through this approach the Personal and Social capability goals of students who are currently demonstrating disengagement from their academic, social or emotional learning, are targeted in order to enhance student success in the classroom setting and greater engagement in learning. A Community Connections google referral form was created where teachers referred students based on their personal or social learning needs. We commenced using our SWPBS data (e.g. behaviour tracker) to identify students in need of targeted support through the Community Connections program. This data was shared with sub-schools by our SWPBS coach for consideration by staff when making student referrals to our Community Connections programs. A range of monitoring tools aimed at measuring student engagement and enhancing student agency have been created but not yet implemented due to the cessation of programs related to Covid-19 restrictions. Increased collaboration between Community Connections teachers and classroom teachers has enhanced feedback to parents regarding the individualised supports provided to students at their SSGs. Students with acute needs receive individualised support with regular monitoring and input from multidisciplinary teams (including wellbeing, therapy, Learning Specialists, sub-schools leaders, Principal Class Team and teachers) as well as parents and external stakeholders. In 2022, without the disruptions of restrictions caused by Covid-19, we plan to deliver our programs consistently each term and implement use of our monitoring tools to obtain student engagement and feedback data to inform future planning of programs.

### Berry Street Education Model

During 2021, 27 staff completed the Berry Street Education Model (BSEM) training remotely. The staff included teachers, therapists, and student wellbeing Education Support staff. This was a considerable achievement given the COVID restrictions. Staff feedback regarding the completion of the BSEM training was overwhelmingly positive; with staff feeling more confident to implement the BSEM trauma informed practices with their class. Feedback from teachers gathered via the staff survey found that 84% of teachers incorporate trauma informed practices such as Brain Breaks in their classes either every session or every day. It also found that 76% commenced and concluded their classroom daily routine with 'Circle Time'. Unfortunately, due to COVID restrictions the term 4 specific BSEM focused peer observations were not completed; however 48% of teachers did organise to participate in peer observations of a colleague. Teacher feedback gathered through the staff survey found that 92% of teachers believed that the implementation of BSEM strategies and principles supported them to build relationships and engage with their students more effectively. 99% of teachers who completed the staff survey stated that they incorporate trauma informed practices in classes and in planning units of work. Within the 'School Connectedness' component of the Attitude to School Survey, the average percentage endorsement was 76% for 2021, which was less than our target but higher than our previous percentage endorsement within the 2020 AtoSS. The remote learning platform during COVID restrictions did impact on the gathering of data specific to students experiencing more success and feeling valued at school. The SIT identified from staff feedback and survey results that the high number of staff who had yet to complete the BSEM training had a significant impact on the consistent implementation of BSEM strategies across the school. To ensure BSEM training suits the needs of the school we will work with Berry Street to coordinate and develop a school specific professional learning plan. In 2022 we plan to allocate HVS BSEM coordinator to drive and monitor the implementation of BSEM across the school.

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## Finance performance and position

In 2021, we prioritised our resources to successfully implement DET initiatives, the key improvements strategies of our Strategic Plan and Annual Implementation Plan and to respond to emerging issues or initiatives important to the school. School council and principal class members were responsible for the allocation and monitoring of school funding and expenditure throughout 2021 and the school finances remained in surplus.

Ongoing development of Narrun Campus continued with the construction of the shade structure over the central decking area to provide heat and rain protection and additional external shutter blinds. The remodelling of the PreCAL area at Koroit Campus was completed to maximize the learning and group spaces to cater for this cohort of staff and students returning onsite at the main campus.

School staffing numbers were increased to cater for the growth in student enrolments. The leadership profile was expanded to include two additional substantive Learning Specialists. Special payments were allocated to leadership positions undertaken by aspirant leaders in acting sub school leadership, structured workplace co-ordination roles and an additional Learning Specialist to implement the PMSS initiative. Additional teachers were employed to fill classroom teaching roles and provide our range of specialist programs and additional Community Connections programs. Additional Education Support staff were employed to provide administration support and assist an increasing number of students with highly complex support needs. We continued our partnership with the AGA traineeships program providing onsite traineeships for five education support staff. Staff replacement costs continued to be significant, including leave replacement and coverage for professional development activities and Professional Practice Days (first semester only).

2021 Equity Funding was allocated to further embed the SWPBS and trauma informed practices, including BSEM Professional Learning for all new staff and the employment of additional Wellbeing and Therapy staff.

Significant financial expenditure was again reallocated to purchase ICT equipment to replace devices provided to support our students to engage in remote and flexible learning. All students who requested an ICT device were provided with one; families were encouraged to take ownership of the devices after the COVID restrictions were eased. Four Compass Kiosk units were leased to integrate staff attendance across all three campuses; this also supports the tracking of staff as part of the Emergency Management Plan.

Targeted funding e.g. MIPS funding, Respectful Relations, Career Education, Sporting Schools, Swimming in Schools VETiS and PMSS were allocated to the designated programs. The (0.6) Mental Health Practitioner funding was subsidised to employ a full time Mental Health Practitioner. The Fundraising Committee in 2021 allocated funds raised to special events for the end of year student celebrations.

Significant funding was allocated to the provision of OH&S resources to ensure COVID compliance, OH&S training and online First Aid training for staff, additional equipment, and resources to meet the physical needs of students as identified by the therapy team. Funding was also allocated to the completion of Building and Grounds projects such as the installation of ramps and continued provision of school maintenance and maintenance personnel through Raphcon Pty Ltd.

**For more detailed information regarding our school please visit our website at**  
**<http://www.humevalley.vic.edu.au/>**



