

# 2023 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 \(VIT\)](#)
- 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 29 April 2024 at 10:43 AM by Emma Lawless (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 29 April 2024 at 11:04 AM by Wendy Vistarini (School Council President)

# How to read the Annual Report

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## 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.

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## 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

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## School context

### School size and structure, including the number of staff & geographic location

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 six sub-schools that approximate the stages of learning; these include: Junior, Primary, Middle, Secondary, Pathways (Year 10), Victorian Pathways Certificate (Years 11 & 12) 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 to 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 VPC program for our Years 11 and 12 students and is located within the Hume Central Senior Secondary College. The leadership profile in 2023 to include 4 Principal Class (1 acting), 10 Leading Teachers (2 acting) and 5 Learning Specialists. Middle level leadership roles are undertaken by substantive and aspirant leaders in acting sub school leadership roles. Middle leaders hold a range of responsibilities, including leadership of sub schools, committees, School Improvement Teams (SIT), Professional Learning Community (PLC) teams, Programs for Students with Disabilities, Occupational Health and Safety, Camps, Excursions & Community Connections and leading the Graduate Teacher Program - supporting teachers to move from provisional to full registration. Our staffing profile comprised of 66.2 Teachers, 85 Education Support Staff and 5 trainees.

### The school's vision and values

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 that students use strategies to enable themselves to 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.

### Social and enrolment characteristics and other notable features

In 2023, 370 students were enrolled at our school, 121 girls and 249 boys. The school population reflects a rich cultural diversity of 10 nationalities and countries of birth including Australia, Lebanon, Iraq, Pakistan, Turkey, India, Syrian Arab Republic, New Zealand, Somalia, and Iran. 79 students speak a language other than English at home. This is 22.64% of the student body. 64 of these students were born in Australia, but speak a language other than English at home. They represent 18.34% of the student body. 5% of students were of Aboriginal/Torres Strait Islander (ATSI) background and 2.29% of students from refugee backgrounds. 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 0.7424 and the Student Family Occupation Employment (SFOE) at 0.6052. Many families require a high level of support to address the medical, social, and educational needs of their children.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 our school supported improvement in student learning outcomes by focusing on building staff capabilities in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting students who did not achieve their IEP goals in 2022.

The actions we undertook to achieve this goal were:

- Developing and implementing a professional learning plan that supported staff to identify and meet students' individual Numeracy learning needs
- Building a system to support teachers in reviewing and strengthening current Number units of work
- Reviewing the assessment schedule and embedding time for moderation of Numeracy assessment in the professional learning calendar
- Refreshing peer observations

- Conducting Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation
- Conducting end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact

This resulted in:

- Curriculum documentation across the school demonstrated differentiation in Numeracy
- Formative and summative Numeracy assessment rubrics showed student learning growth
- Pre-unit and post-unit assessment results were documented and regularly analysed to inform future planning
- Victorian Curriculum teacher judgements showed increased learning growth in Number

## Wellbeing

In 2023 the school supported improvement in student wellbeing outcomes by focusing on strengthening the whole school approach towards student absences.

The actions we undertook to achieve this goal were:

- Recruiting additional wellbeing and mental health staff to support at-risk Primary aged students (Targeted funding - Mental Health and Wellbeing Leader)
- Providing the wellbeing team with additional coaching to build capacity and streamline the referral process
- Revised the scope and sequence for the teaching of the Personal and Social Capabilities
- Scheduled regular learning walks and peer observations focused on the social-emotional elements of the Personal and Social Capability curriculum.
- Defined roles and updated processes for collaboration between student leaders and the wellbeing team, ensuring all concerns related to student mental health were recorded and addressed
- Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health
- Recruited additional wellbeing and mental health staff to support at-risk Secondary aged students (Targeted funding - Mental Health Practitioners in Specialist Schools)
- Monitored, supported and promoted attendance of Aboriginal and Torres Strait Islander students as a cohort
- Updated MARRUNG (ABORIGINAL EDUCATION PLAN 2016 - 2026) action plan for 2023
- Completed Strengthening Professional Capability of Principals in Koorie Education (SPPIKE) training

This resulted in:

- Improved resilience in students
- Leaders recognising and identifying reasons for student disengagement or absence
- Teachers planning for and implementing engagement strategies within their curriculum units
- Teachers recognising, responding to and addressing student wellbeing needs
- Leaders supporting the continuous development, documentation and revision of whole school wellbeing approaches
- The Wellbeing team directly supporting students' mental health and/or providing referrals to external agencies
- Curriculum documentation demonstrating plans for student engagement
- Notes from learning walks and peer observation demonstrated how staff embed differentiation and engagement
- Student support resources displayed around the school listed how students can seek support
- Victorian Curriculum teacher judgements showed increased learning growth in the Personal and Social Capabilities

## Engagement

In 2023 the school progressed towards our strategic goals and supported improvement in engagement outcomes through the school initiatives, student programs and partnerships listed below:

- The Tutor Learning initiative (TLI) continued to be implemented across the school for students identified as 'at risk' and requiring additional support. The TLI interventions had a particular focus on targeted support for Koorie students
- Our Community Connections programs continued to enhance student engagement. Active Schools continued and the initiative was highly successful in engaging our students in active play/leisure activities across the school during recess and lunchtimes
- Our extensive excursions and camping programs continued with a focus on real life learning, personal and social capabilities
- Our STEAM Learning Specialist implemented a STEAM program with a focus on integrating Digital Technologies through the lens of Science, Technology, Engineering, Art and Mathematics (STEAM)

- A range of school wide events and celebrations were held throughout the year and were very well supported by our families. Some events included NAIDOC week celebrations, Aboriginal and Torres Strait Islander Children's Day, IFTAR community celebration, Harmony Day, RUOK Day, International Day of People with a Disability, Visual and Performing Arts exhibitions and concerts, School Wide Positive Behaviour Support awards and graduation ceremonies
- We continued to provide flexible arrangements for parents, carers and students to engage in Student Support Group meetings (SSG) in person, online, and via telephone
- The SWPBS leadership maintained our whole school approach to SWPBS resulting in our school achieving Silver Accreditation and the submission of our application for Gold Accreditation
- The leadership and wellbeing teams continued our partnership with the Northern Centre of Excellence in Student Engagement (NCESE) further enhancing trauma-informed practice across the school to support student engagement. Staff training in trauma-informed practice continued
- To address student absences, our school leadership and wellbeing teams identified and supported our most vulnerable students and worked with teachers to improve roll marking processes
- The Student Representative Council continued to promote student voice across the school

## Other highlights from the school year

Highlights of the 2023 school year included:

- We worked with the VSBA and architects to develop designs for our \$8.523 million upgrade, to replace relocatable buildings with permanent buildings/classrooms at our Koroit Avenue campus
- The recommencement of our extensive range of onsite and community-based learning and vocational training programs, including camps, excursions and swimming programs
- Ongoing intensive support provided to our students by our wellbeing and therapy team members. The Art Therapy program continued in 2023 supporting students with their emotional regulation, confidence, and self-esteem
- Our range of engaging school-wide events which were very well supported by our families and included Footy Day, Jump Rope For Heart, Book Week learning activities and parades, Mother's Day and Father's Day activities including parent/carer celebrations. Our special events culminated in the very popular end-of-year celebration day to acknowledge the achievements of all our students throughout the year and mark the International Day of People with a Disability
- The annual VPC theatrical production, attended by students, families, and staff, titled 'We're Doomed Me Hearties' was an original production. Our VET students collaborated to organise, promote, cater for, and perform at the iconic Tote music venue in Collingwood
- Students continued to have an active voice in the running of the school through the Student Representative Council (SRC). Elected SRC Members attended regular meetings to discuss relevant issues and helped organise whole school events. Our elected Middles' students attended our first SRC camp to focus on team work and leadership skills
- Upgrades to our buildings and grounds included the installation of new play equipment at the Narrun and Koroit campuses

## Financial performance

### The schools' overall financial position.

In 2023, 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. 2023 Equity Funding was allocated to address our priority goals of Learning, Wellbeing and Engagement and to further embed the SWPBS and trauma informed practices, including Trauma Informed Practice Professional Learning for all new staff. Significant financial expenditure was again reallocated to purchase ICT equipment to support student learning. Targeted funding e.g. MIPS and MHP funding, Early Years Koorie Literacy and Numeracy, Active Schools, Swimming in Schools, Career Education and VET funding were allocated to the designated programs. Funding was additionally allocated to the development of a new school website.

The School entered into an additional 12-month contract with Fixd Property Solutions for Building and Grounds maintenance and an additional Memorandums of Understanding with the Northern Centre of Excellence in Student Engagement (NCESE).

The school received additional sources of funding through successfully obtaining grants via CSL Behring, VSBA School Upgrade Fund, Kefford Grant, Active Schools and Advance. The school also accessed equipment and resources to support students through States School Relief.

As of the year ending 31 December 2023 the school was in surplus.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$14,683,032
Government Provided DET Grants	\$1,914,356
Government Grants Commonwealth	\$16,285
Government Grants State	\$4,265
Revenue Other	\$36,619
Locally Raised Funds	\$149,326
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,803,884</b>

<b>Equity 1</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$513,251
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$513,251</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package 2	\$12,749,712
Adjustments	\$0
Books & Publications	\$294
Camps/Excursions/Activities	\$136,095
Communication Costs	\$45,264
Consumables	\$238,216
Miscellaneous Expense 3	\$39,238
Professional Development	\$64,724
Equipment/Maintenance/Hire	\$179,052
Property Services	\$312,208
Salaries & Allowances 4	\$32,720
Support Services	\$794,038
Trading & Fundraising	\$25,696
Motor Vehicle Expenses	\$26,978
Travel & Subsistence	\$3,957
Utilities	\$83,039
<b>Total Operating Expenditure</b>	<b>\$14,731,230</b>

**Net Operating Surplus/-Deficit \$2,072,654**

**Asset Acquisitions \$12,625**

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$469,699

Official Account	\$132,203
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$601,901</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$288,205
Other Recurrent Expenditure	\$5,474
Provision Accounts	\$0
Funds Received in Advance	\$229,061
School Based Programs	\$157,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$125,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$55,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$15,000
<b>Total Financial Commitments</b>	<b>\$884,740</b>

*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.*

**For more detailed information regarding our school please visit our website at**  
<http://www.humevalley.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 355 students were enrolled at this school in 2023, 118 female and 237 male.

48 percent of students had English as an additional language and 5 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).

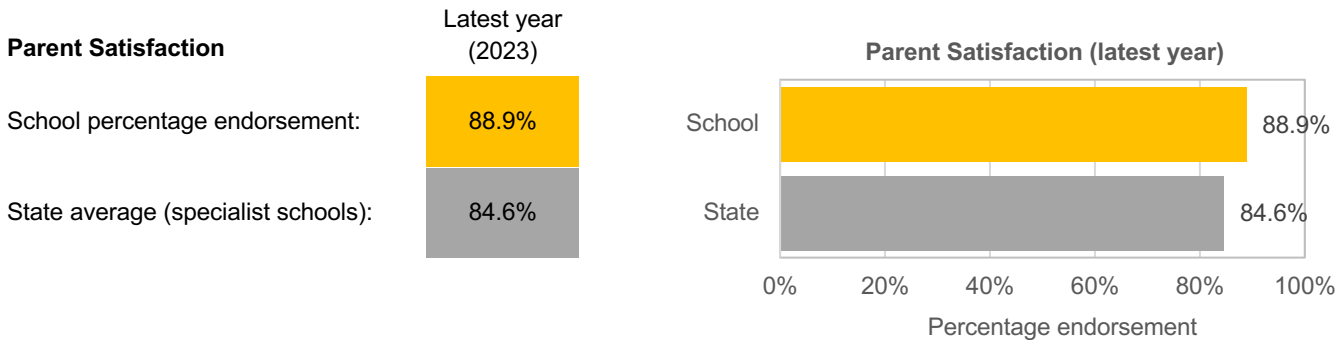
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

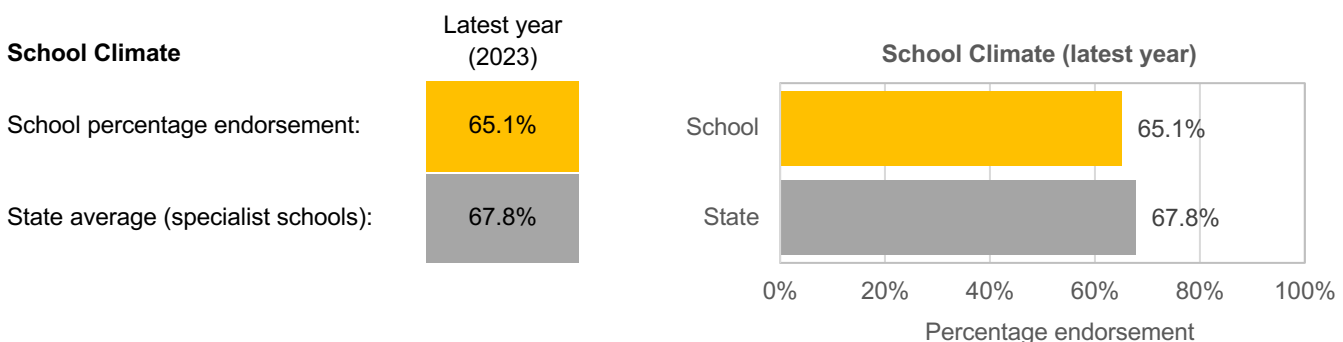


### School Staff Survey

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.



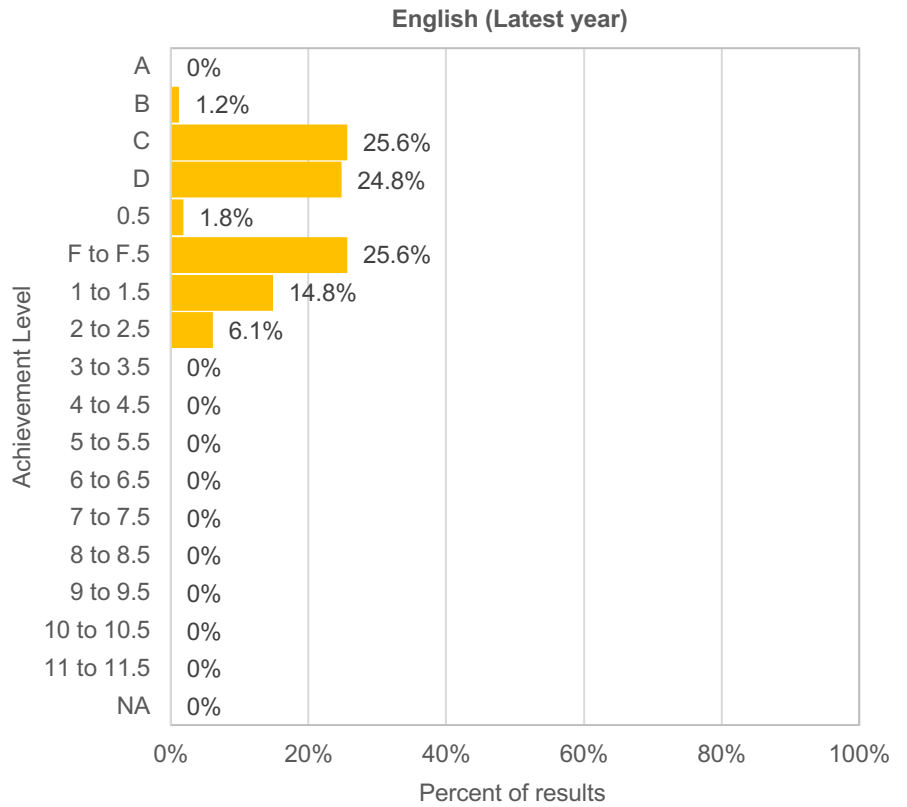
## LEARNING

### Teacher Judgement of student achievement

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

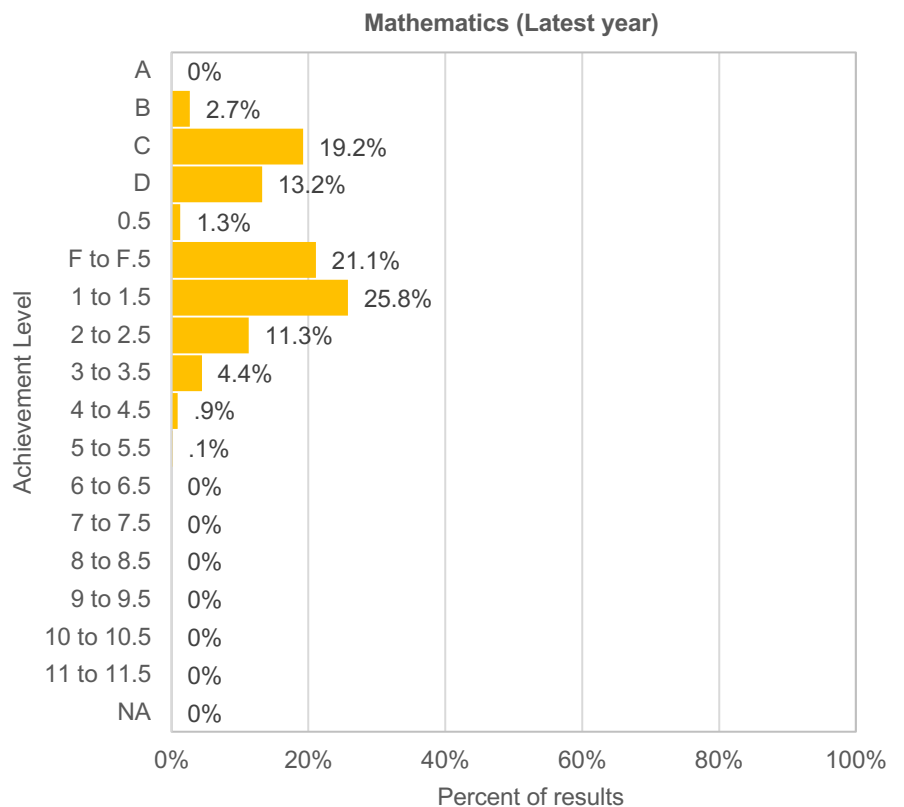
#### English

Achievement Level	Latest year (2023)
A	NDA
B	1.2%
C	25.6%
D	24.8%
0.5	1.8%
F to F.5	25.6%
1 to 1.5	14.8%
2 to 2.5	6.1%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2023)
A	NDA
B	2.7%
C	19.2%
D	13.2%
0.5	1.3%
F to F.5	21.1%
1 to 1.5	25.8%
2 to 2.5	11.3%
3 to 3.5	4.4%
4 to 4.5	0.9%
5 to 5.5	0.1%
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:	35.5	38.4	49.3	47.7	42.8

### 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%	96.3%	100.0%	98.2%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

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