

2024 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 21 March 2025 at 10:19 AM by Emma Lawless (Principal)

- As executive officer of the school council, I attest that this 2024 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 21 March 2025 at 10:20 AM by Emma Lawless (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Vision and values

Our vision and purpose is to create an inclusive, safe, respectful and engaged learning community where all students are motivated to maximise their social, personal, educational, and post-school potential. Emphasis is placed on literacy, numeracy, social competency, and vocational training to equip students to lead successful adult lives. Students are equipped with strategies to enable themselves to be ready for learning, respect themselves and others, act safely, and care for the school. This is encompassed in our school motto 'Achieving Potential Together', school values of Respect, Responsibility, and Resilience and embedded in our school policies and practices and reflected in our extensive partnerships with the wider community.

Hume Valley School is committed to providing a vibrant, child-safe learning community characterised by the development of authentic relationships and high expectations. These expectations are explicitly documented for 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.

Geographic location

Hume Valley School is comprised of three campuses in the North Western Victoria Region. Our Koroit Campus caters for Foundation to Year 2 and Year 7-10. Our Primary aged students, Years 3 to 6 equivalent, are located at the Narrun Campus which is co-located on the Dallas Brooks Community Primary School site. Our Tanderrum Way Campus provides a Foundation Level VPC program for our Year 11 and 12 students and is located within the Hume Central Senior Secondary College.

Social and enrolment characteristics

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.
- 51 percent of students speak English as an additional language.
- 5 percent of students are Aboriginal or Torres Strait Islander.
- Our Student Family Occupation (SFO) density at 0.7424 and the Student Family Occupation Employment (SFOE) at 0.6052. This school's SFOE band value is: **High**. Many families require a high level of support to address the medical, social, and educational needs of their children.

School size and structure, including the number of staff

A total of 342 students were enrolled at Hume Valley School in 2024, 110 female and 232 male.

Our staffing profile comprised of 74 Teachers, 92 Education Support Staff and 3 trainees.

The leadership profile in 2024 to include 4 Principal Class, 10 Leading Teachers and 5 Learning Specialists. Middle level leadership roles are undertaken by substantive and aspirant leaders in acting sub school leadership roles. Principal Class and Middle leadership hold a range of responsibilities, including leadership of sub schools, committees, School Improvement Teams

(SIT), Professional Learning Community (PLC) teams, School Wide Positive Behaviour Support (SWPBS), Programs for Students with Disabilities (PSD), Disability Inclusion (DI), Occupational Health and Safety, Camps, Excursions & Community Connections and leading the Graduate Teacher Program - supporting teachers to move from provisional to full registration. Additionally, our school also has an extensive student wellbeing team including a Social Worker, Psychologist, 3 Youth Workers a Mental Health In Primary School (MHiP's) Teacher, Mental Health Practitioner (MHP) and NDIS Navigator. The school also supports families' access to specialist services and participation in education, training, and other activities to support wellbeing through the partnership with McKillop Family Service Early Help Program, which is co-located at the Koroit Avenue Campus.

Notable features of the school

Our school caters for students from 5 to 18 years of age with mild intellectual disabilities. 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) and Victorian Pathways Certificate (Years 11 & 12) sub-schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

Progress towards improvement in student learning outcomes

In 2024, our school focused on improving student learning outcomes by developing, documenting, implementing, and evaluating collaborative approaches to curriculum planning and instructional practices.

Key actions included establishing professional learning structures to support the development of Individual Education Plans (IEPs) and Work Programs in line with Disability Inclusion, prioritising collaboration between teachers, specialist staff, and support staff. This ensured that the planning and adaptation of IEPs and work programs addressed the diverse needs of students.

Highlights related to learning

A major highlight was the introduction of weekly collaborative planning sessions, where sub-school teams worked together to create differentiated units of work. This targeted approach allowed teachers to adapt lessons to better meet the needs of all students. The specialist team developed and shared differentiated plans, incorporating target reasonable adjustments for students. The implementation of IEP goal walls in classrooms further supported transparency and tracking of individual student progress.

Moderation sessions in sub-school teams focused on formative assessment data, allowing staff to refine teaching strategies and better meet the needs of students. Additionally, a new work program aligned with Disability Inclusion was developed and presented for review by leadership, ensuring all teaching practices were inclusive and effective.

The integration of the Team Around the Learner (TAL) approach was another key success. By bringing together Allied Health, Wellbeing, and SWPBS teams, we were able to better support individual student needs. This holistic approach, along with data-driven Professional Learning Communities (PLCs), led to improved student engagement and achievement. Transition documentation was updated to ensure smooth handovers between teachers, ensuring consistency in supporting students' strengths, needs, and adjustments. These efforts led to meaningful progress in enhancing student learning outcomes.

Teacher judgement of student achievement indicated that all students made a percentage increase within English and Mathematics.

Wellbeing

Progress towards improvement in student wellbeing outcomes

In 2024, our school focused on partnering with families, carers, and the community to implement targeted support and interventions using a tiered model. This approach aimed to improve students' and families' positive perceptions of school and attendance. The school's efforts were closely linked to professional learning, community engagement, and targeted mental health support, all contributing to improved student wellbeing outcomes.

Highlights related to student wellbeing

Staff participated in professional development focused on responding to self-harm, suicide prevention, and the Berry Street Education Model (BSEM). The BSEM, along with refresher courses for staff trained five years ago, equipped teachers with trauma-informed strategies to improve students' emotional and psychological wellbeing. These training initiatives contributed to a supportive school environment and enhanced student wellbeing.

School-wide events such as Wear it Purple Day, NAIDOC Week, and the Koorie Totem Pole opening strengthened relationships between families, the community, and the school. These events helped students feel connected to their school, fostering a sense of belonging and enhancing overall student wellbeing. Family involvement in events like the Hume Valley School Awards and graduations also played a role in improving family-school relationships and supporting students' emotional growth.

The school used data from the Mental Health Planning (MHP) tool to guide mental health interventions. Tiered support included Art Therapy for primary students and social skills groups for boys and girls to focus on emotional regulation, friendships, and self-esteem. The Team Around the Learner (TAL) approach brought together allied health, wellbeing, and education staff to implement trauma-informed practices. Regular communication with parents also ensured ongoing support for students.

These initiatives led to measurable improvements in student census data, including improvement in students' mental health, social skills, and overall engagement with school, enhancing wellbeing outcomes across the school. In 2024 our School Climate percentage of positive endorsement was above the state average.

Engagement

Progress towards improvement in engagement

In 2024, the school made significant progress towards enhancing student engagement and improving transitions, both into and through school, as well as post-school pathways. A key focus was activating student voice, agency, and leadership to strengthen participation and engagement in learning.

Highlights related to engagement

Each sub-school elected Student Representative Council (SRC) members, who contributed to school life by being directly involved in decision-making processes. The SRC members participated in termly meetings, discussing, planning and contributing to school events and activities, such as the Narrun art mural, Athletics Day, and R U OK Day.

To further activate student voice, the school held regular professional learning sessions to enhance communication support for students with complex needs. This included training on augmentative and alternative communication (AAC), visual supports, and multimodal communication to ensure inclusive participation for all students.

The introduction of the new Student Support Group (SSG) template aligned with Disability Inclusion now includes a 'student voice' section, ensuring students actively contribute to their own learning goals during meetings. The school also extended SSG meeting times to improve family and student engagement, providing additional opportunities to discuss goals, strengths, and adjustments. The introduction of new booking software streamlined SSG participation, making it easier for families to engage, further supporting positive attendance outcomes.

The school saw a positive shift in student engagement, with increased participation in extracurricular activities and school events. This was illustrated by the percentage of positive endorsement by parents on their general school satisfaction with the school, as reported in the annual Parent/Caregiver/Guardian Opinion Survey, which remained high at 83.9%. SRC-led initiatives, such as community-focused events and leadership opportunities, boosted student involvement. Additionally, the school's emphasis on student voice and agency in meetings and activities helped students feel more connected. Student absence from school remained relatively stable, with an average of 23.8 days per student and common reasons for non-attendance in 2024 included illness and extended family holidays.

Other highlights from the school year

Highlights of the 2024 school year included:

- The school maintained Gold accreditation for School Wide Positive Behaviour Support (SWPBS); the highest level of achievement. This was acknowledged by the Deputy Secretary, School Education Programs and Support, as well as the Area Executive Director.
- Ongoing work with the VSBA, construction company and architects to open our building upgrade at the Koroit Avenue campus; replacing several relocatable buildings with permanent buildings/classrooms.

- Upgrades to our buildings and grounds including painting the entire interior of the Junior building.
- Continuing 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 allied health team members.
- The NDIS Navigator role commenced, and the Art Therapy program continued in 2024 supporting students with their emotional regulation, confidence, and self-esteem.
- Our range of engaging school-wide events were very well supported by our families and included Iftar, 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 'The Legend of the Lionfish' was an original production. Our VET students once again collaborated to organise, promote, cater for, and perform at the iconic Tote music venue in Collingwood.

Financial performance

The school's overall financial position

In 2024, we strategically allocated our resources to effectively implement key initiatives, as well as the primary improvement strategies outlined in our Strategic Plan and Annual Implementation Plan. This approach ensured that we remained responsive to emerging issues and initiatives vital to the ongoing success and development of our school. Through this targeted focus, we were able to address the evolving needs of our students and school community while advancing our commitment to continuous improvement. 2024 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 professional learning for all new staff. Significant financial expenditure was again reallocated to purchase ICT equipment to support student learning. Targeted funding, including Tier 2, Early Years Koorie Literacy and Numeracy, Swimming in Schools, Career Education and VET funding were allocated to the designated programs. The school entered into an additional Memorandum of Understanding with the Northern Centre of Excellence in Student Engagement (NCESE). The school received additional sources of funding through VSBA School Upgrade Fund and Advance. The school also accessed equipment and resources to support students through States School Relief.

As of the year ending 31 December 2024 the school was in surplus.

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/>**