**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year 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. | | Attested on 20 March 2023 at 10:12 AM by Susanne Wirth (Principal) |  |  | | --- | | * This 2022 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 23 March 2023 at 01:32 PM by Mancell Cornish (School Council President) | |

School Name: Broadmeadows Special Developmental School (5262)

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What does *‘NDP’* or ‘*NDA*’ mean?

‘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**

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| **School context** |
| "Learning Beyond Words” is the schools vision that is underpinned by the firm belief that every student has the ability and the right to learn in a positive, safe, supportive and happy environment. Broadmeadows SDS is a provider of education, which values learning and learners. This is reflected in all teaching and learning programs, school initiatives, organisational structures and practices. The vision of the school sits at the centre of the school community. The school values are “Respect, Communication, Opportunity, Engagement and Support”.   Broadmeadows SDS is a dual campus school and situated 18 kilometres north of the Melbourne Central Business District in the suburb of Broadmeadows. Broadmeadows SDS has modern purpose built facilities that provides an attractive and safe environment. Learning areas include well-equipped classrooms, dedicated specialist spaces and outdoor learning zones. The main campus is located at Dimboola Road and the second campus at Sorrento Street. The school provides educational programs for students with significant intellectual disabilities aged between five and eighteen years. Broadmeadows SDS creates a positive climate for learning- setting high expectations and promoting inclusion, intellectual engagement and self-awareness. Access to the curriculum and learning opportunities can be impacted by a limited ability to communicate and/or physical and sensory difficulties and some challenging behaviours.   In 2022, the student enrolment was 356 students who were supported by 155 equivalent fulltime staff: The staff profile consists of Principal and 2 Assistant Principals, 1 leading teacher, 1 therapy coordinator, 10 Learning Specialists, 68 teachers, 33 therapy staff, 42 teacher assistant and 3.6 Administration staff.  Approximately 45 per cent of students have been diagnosed with an autism spectrum disorder and there is a male to female ratio of 3:2. Broadmeadows SDS has had significant enrolment growth over the last ten years and this trend will stabilise in the coming years with the opening of Wayi School in Craigieburn. Fifty two percent of students come from a Language Other Than English (LOTE) background, with 11% of students being refugees and 2% Koorie. There are 46 classes, these are staffed by a Teacher and Teacher Assistant or operate under a team teaching model with two teachers allocated to each grade. Class sizes range from 5 to 12 students with an average of 7.5 students per grade. Transdisciplinary Teams include teachers, occupational therapists, speech pathologists and physiotherapists who work together to plan, implement and evaluate individual student focused learning programs. All members of staff, including the school therapists, work as an integrated team to deliver all aspects of the Victorian Curriculum. Students can access a range of alternative and augmentative communication systems to enable them to develop their ability to communicate |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Broadmeadows Special Developmental School undertook a School Review with a panel educational colleagues in 2022.  Some of the findings from that review included:  The Panel oberserved that all students had achieved their goals in English and Mathematics as reported in the School Supplementary report. The school highlighted that all English results were similar to the results for special schools with similar characteristics, Measurement and Geometry, and Number and Algebra results were similar to special schools with similar characteristics and Statistics and Probability results were above the results for special schools with similar characteristics.  The Panel discussed the evidence as provided in the Pre-Review Self Evaluation (PRSE). There was evidence of several assessment methods that were implemented and used to track student learning growth.  Short Sensory Profile – a five point scale measuring seven areas of sensitivity as well as a summary ABLES Profile Report – level of achievement (A-D) for English (Reading, Writing and Speaking and Listening), and Personal and Social Capabilities (Self, Self-Emotion and Social)  Foundation of Early Literacy Assessment – rated as Beginning, Emergent or Competent for ten elements, including items such as letter names and sounds and syllable clapping   Gross Motor Assessment – included initial screening and additional gross motor tasks – rated as yes, no or with assistance  Pre Maths Online Interview (PMOI) – assessed Number and Algebra and Measurement and Geometry – correct or incorrect as well as strategies used if applicable, such as count all, count on  Student Summary of Reading Skills – assessed Graphemes and Phonemes, single word, decoding non-words, heart words and unseen decodable words.  Engagement profile – summary of profile and strategies for language, vision, auditory, comfort zone, body movement, vestibular (sense of motion) and proprioception (body awareness)  The Panel heard that the school had established two team structures to build teacher capability to support all students at their point of need. PLC teams consisted of teachers from an area of the school and the Interdisciplinary Collaboration Workshop (ICW) teams were comprised of teachers and therapists.   The team structures had resulted in the development of consistent assessment and reporting templates and documents, which had enabled ongoing tracking of goals covered by the Curriculum Achievement Tracker (CAT). An audit of school assessment structures by Panel members identified that there was an established assessment schedule and consistent use of assessment tools and teams who regularly engaged in moderation of student work and their achievements. Staff were able to refer to current timelines and schedules developed in teacher and therapy handbooks, and this had improved tracking of detailed assessment data from year to year. PLC and ICW meetings utilised data to adapt programs and teaching strategies to maximise student outcomes. Teachers worked with colleagues, PLCs, Learning Specialists and therapists to moderate student assessments and interpret data.   The Panel found that these actions enabled staff to strengthen their assessment practices to accurately support students to achieve their English and Mathematics goals. |
| Wellbeing |
| We educate our students to be valued, worthwhile and contributing members of the wider community by providing a diverse and age appropriate curriculum focusing on a comprehensive academic program incorporating communication and social skills. Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approaches. We focus on providing all children with a safe and positive learning environment which encourages and enables students to be socially competent, resilient and self-motivated.   There is a strong emphasis on interpersonal development, self-regulation and personal learning. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community. Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. A commitment to the value of diversity is reinforced through school programs the school has actively developed and we have implemented rigorous Child Safety polices and practice.   The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. We continually seek to identify potential community partners, including a broad range of health and wellbeing agencies. Following the previous years remote learning, family communication and student well-being programs were further enhance and emphasised to support students and families back into the school.   Our school continued to provide excellent student support with a therapy team of over 25 staff. Occupational therapists, speech pathologists and physiotherapists actively contributed to classroom transdisciplinary teams. School Wide Positive Behaviour Support (SWPBS) strategies were further refined through the creation and revision of teacher and therapist ‘handbooks’, outlining expectations and strategies to be applied consistently across the school by all staff. 100% of students were able to achieve wellbeing goals for improved personal and social learning despite the challenges of learning from home and prolonged periods spent away from school in the previous two years. |
| Engagement |
| Broadmeadows SDS continues to work with teachers, students and families to build deeper understanding of the importance of quality relationships. Teachers work actively with students to encourage learning through skills development, resilience and a growth mindset. We provide a stimulating learning environment for all students by increasing opportunities for higher levels of participation, connectedness, cognitive engagement, challenge and independence.   Broadmeadows SDS is a provider of education that values learning & learners and believes in high expectations and a commitment to hard work for all students. We aim to provide an innovative and exciting curriculum based on the individual needs of each student. Our learning environment is safe and secure and supports the physical, social and emotional wellbeing of each child. Relationships with teachers and peers are recognised as lynchpin for personal safety and the capacity to build confidence.   The school continues to focus on identification of strategies to improve engagement outcomes, particularly stimulating learning, and teacher effectiveness and teacher empathy. School attendance continues to be a whole-school focus and is supported by providing a highly engaging curriculum. Our school places significant importance on being at school every day and in 2022, the school maintained good attendance levels The school closely monitors attendance and works with the community to establish shared expectations. We have daily attendance communication with families through emails and phone calls, as well as clear follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums.   Teachers consistently implement the Positive Behaviour Support Framework (language, gesture and 2nd person) throughout all interactions at school. They are able to identify specific Tier 1 strategies implemented within their classroom to support positive learning experiences. They work collaboratively with therapists, Leading Teachers and Learning Specialists to develop programs with relevant practices and principles of positive learning support. During the remote learning period, a parent portal was developed for use on the school website in order to provide families with access to information to support them during the home learning period. Teachers and therapists created material to help families continue to target student learning goals in areas such as communication, literacy and numeracy while working from home.   Teachers and Learning Specialists continued to collaborate to plan targeted learning opportunities that incorporated sensory regulation elements in order to improve student engagement in learning.  Teachers are continually supported to improve positive family engagement in student learning through a number of avenues, including student photo-books, telephone communications, photos, work-samples and online parent-teacher PSG meetings.   Many initiatives enacted by the school during the remote learning period remain in place moving forward as a tool for engagement of both students and their families, including online learning opportunities, greater family communication through the school’s website and LMS (Compass), and supported home-learning materials. The 2022 Parent Opinion Survey data shows high levels of satisfaction with a 87.1% parent endorsement for Parent Satisfaction. This is well above the state average of 84.4%. |
| **Financial performance** |
| Broadmeadows Special Developmental School (BSDS) has been consistently experiencing enrolment growth for years now and 2022 is no different with an increase of 33 students. Accordingly, 4 new portables were erected at our Sorrento Campus and received further a Furniture & Equipment Grant totalling $16,000.00.  The 2019-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Recovering from the tumultuous 2-year COVID pandemic, School Council decided to waive all school fees to alleviate financial burden to all our families. Nonetheless, BSDS was able to financially cover all expenses with the help of extra grants and Equity Funding amounting to $116,404.47.  We have received funding for our Targeted Initiatives as follows:Career Education Funding (CEF) - $18,324.07Swimming In Schools - $83,002.00Mental Health Practitioners in Specialist School - $4,007.08 Furthermore, we have applied for grants and were the successful recipient of the following:Shade Sail Grant -$19,407.5280% payment received in 2022Active Schools Grant - $17,958.00 - designed to help schools to increase children’s participation in sport and to connect them with community sporting opportunitiesActive Schools PE & Sport Boost - $4,058.00Active Schools Extracurricular - $13,900.00 |

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 356 students were enrolled at this school in 2022, 129 female and 227 male.

52 percent of students had English as an additional language and 2 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 percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 87.1% |
| State average (specialist schools): | 84.4% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent 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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 53.1% |
| State average (specialist schools): | 61.5% |

LEARNING

Teacher Judgement of student achievement

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

**English**

|  |  |
| --- | --- |
| Achievement Level | Latest year (2022) |
| A | 22.0% |
| B | 25.8% |
| C | 12.4% |
| D | 5.3% |
| 0.5 | NDA |
| F to F.5 | 34.5% |
| 1 to 1.5 | NDA |
| 2 to 2.5 | NDA |
| 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 (2022) |
| A | 37.9% |
| B | 24.5% |
| C | 21.8% |
| D | 12.0% |
| 0.5 | NDA |
| F to F.5 | 3.8% |
| 1 to 1.5 | NDA |
| 2 to 2.5 | NDA |
| 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 |

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.

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| --- | --- | --- | --- | --- | --- |
| **Student Absence** | 2019 | 2020 | 2021 | 2022 | 4-year average |
| School average number of absence days: | 29.2 | 27.4 | 22.1 | 42.1 | 30.6 |

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** | 2018 | 2019 | 2020 | 2021 | 4-year average |
| School percent of students with positive destinations: | 100.0% | NDA | 100.0% | 100.0% | 100.0% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $20,374,048 |
| Government Provided DET Grants | $3,115,907 |
| Government Grants Commonwealth | $22,576 |
| Government Grants State | $19,800 |
| Revenue Other | $32,026 |
| Locally Raised Funds | $19,695 |
| Capital Grants | $19,408 |
| Total Operating Revenue | **$23,603,459** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $235,789 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$235,789** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $14,090,818 |
| Adjustments | $0 |
| Books & Publications | $5,306 |
| Camps/Excursions/Activities | $43,631 |
| Communication Costs | $38,244 |
| Consumables | $262,276 |
| Miscellaneous Expense 3 | $33,130 |
| Professional Development | $86,004 |
| Equipment/Maintenance/Hire | $194,738 |
| Property Services | $820,236 |
| Salaries & Allowances 4 | $24,438 |
| Support Services | $1,010,472 |
| Trading & Fundraising | $34,484 |
| Motor Vehicle Expenses | $5,001 |
| Travel & Subsistence | $295 |
| Utilities | $95,469 |
| Total Operating Expenditure | **$16,744,542** |
| Net Operating Surplus/-Deficit | **$6,839,509** |
| Asset Acquisitions | **$464,679** |

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 24 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $915,814 |
| Official Account | $101,053 |
| Other Accounts | $0 |
| Total Funds Available | **$1,016,867** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $375,192 |
| Other Recurrent Expenditure | $6,692 |
| Provision Accounts | $0 |
| Funds Received in Advance | $37,302 |
| School Based Programs | $101,326 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $200,000 |
| Capital - Buildings/Grounds < 12 months | $200,000 |
| Maintenance - Buildings/Grounds < 12 months | $12,130 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$932,641** |

*All funds received from the Department, 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.*