

2013 Annual Report to the School Community

Dandenong Valley Special Developmental School

School Number: 5238



Name of School Principal:

Sue Chernishoff

Name of School Council President:

Cecilia Ross

Date of Endorsement:

19th March 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Dandenong valley SDS is a vibrant community of learners. We are located in Narre Warren. Our current enrolment is 229 students; this number includes 18 EEP students. We employ 103 staff the majority of whom are teachers assistants. All of our teachers like all Victorian Government teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).




We now have a therapy team comprising 1 physiotherapist, 3 speech therapists, 2 occupational therapists, 1.5 music therapists and an ES staff member who assists in the speech department. Our therapy services are delivered on a referral system. In addition the school is grateful for the services of a school psychologist who we employ as a sub-contractor two days a week. She provides invaluable support to the students and their families. Our school caters for students with moderate to profound disabilities. At Dandenong Valley Special Developmental School we uphold the conviction that every student has the ability and right to learn. It is with that conviction that DVSDS strives to increase each student's level of personal independence in all possible areas from communication, to daily living skills to movement and recreation throughout their school lives. Every avenue is pursued to prepare students for appropriate adult programs including supported employment, vocational training, work options, leisure and the ability to cope with change. Our school is approaching the end of our current strategic plan and we have started work on our self-assessment for our review in 2014 and to plan for strategic plan goals for the next 4 years.

Achievement	Engagement	Wellbeing
<p>Our goal is to provide & implement a broad-based curriculum that suits the specific needs of students and promotes the successful achievement of the students' goals as expressed in their individual education plans. We are enhancing learning and teaching across the school through:</p> <p>Improving the capacity of students to communicate in a meaningful and functional manner</p> <p>Developing and documenting an agreed school wide approach to improving the functionality and meaningfulness of student communication through modelling and application of best practices</p> <p>Implementing the DVS Pre- VELS curriculum in assessment & reporting and curriculum planning..</p> <p>Increasing parental understanding of communication options through provision of workshops and information in newsletters.</p> <p>2012 saw the school develop a partnership with the Technology Institute of Victoria and through them we have offered our friends and families the opportunity to undertake further study in Cert 3 in business studies which has proved extremely popular.</p>	<p>Our goal is to improve the levels of student engagement and wellbeing by implementing programs designed to promote student's participation, social skills and behaviours. We are broadening current approaches to student wellbeing and engagement through:</p> <p>The Personal Learning PLT is well established and all staff are producing student reflections of their own learning. These take a variety of forms including but not limited to posters, reflection journals and power points. These have proven extremely popular with both students and their families. We engage in professional conversations with the therapists and classroom teams to develop meaningful goals for individual student learning plans. We hold 4 SSG's per year to communicate and develop relationships with our families. Continuing to develop the YCDI program to promote social competency acquisition. All staff to participate in a YCDI PD early in 2014. We have successfully applied to be a mentee school with the DEECD School Wide Positive Behaviour project. Our mentor school will be Waratah SDS. This program promotes a school wide culture shift with shared school rules, behaviours that are specifically taught and an hierarchy of interventions to promote positive behaviour in all members of the school community.</p>	<p>Our goal is to make all transitions as stress-free as possible for our students and their parents and carers. We are enhancing orientation and transition procedures for parents, staff and students at all stages of transition through:</p> <p>The Pathways and transitions PLT is well established and this year have published our transition curriculum.. Our parents were surveyed to determine satisfaction levels with the support offered in our students transitioning to adult options. The overwhelming response was very positive. Our student groupings for the 2014 school year were determined in late November with staff being notified of their teaching assignments early in December. This allowed a lot of time for professional conversations about the needs of individual students and their families. Students were given the opportunity to visit their new classrooms and meet the teachers. For the first time students graduating from Juniors to middle school from middle to senior school and from seniors to transition were acknowledged in an assembly and awarded graduation certificates. The transition program which groups all students in their final two years of schooling together and places them in a program designed to prepare them for life beyond the school gate is proving to be a great success. The students and their parents are very positive about the program.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 229 students were enrolled at this school in 2013, 80 female and 149 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

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



Please note: The Staff Opinion Survey was not conducted in 2013.

How to read the Performance Summary 2013

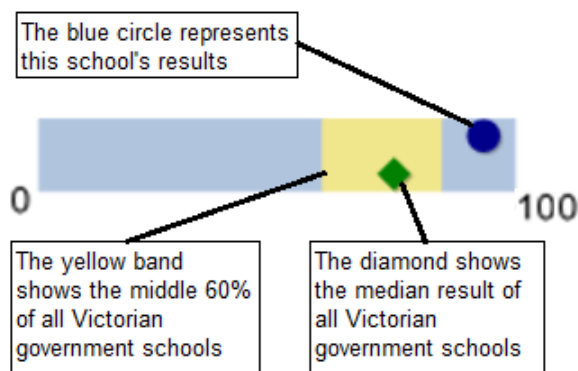
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

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



What is a *School Comparison*?

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

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

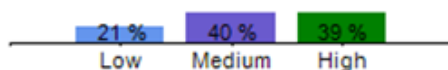
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

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

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

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

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



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

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

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,357,528
Government Grants State	\$8,544
Revenue Other	\$53,736
Locally Raised Funds	\$152,411
Total Operating Revenue	\$1,572,218

Expenditure	
Books & Publications	\$7,178
Communication Costs	\$17,823
Consumables	\$136,140
Miscellaneous Expense	\$278,306
Professional Development	\$40,648
Property Maintenance	\$1,171,760
Salaries & Allowances	\$208,265
Trading & Fundraising	\$5,231
Travel & Subsistence	\$19,340
Utilities	\$99,794
Total Operating Expenditure	\$1,984,486

Net Operating Surplus/-Deficit (\$412,268)

Asset Acquisitions \$33,621

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$569,940
Official Account	\$102,015
Other Accounts	\$385,500
Total Funds Available	\$1,057,455

Financial Commitments	
Operating Reserve	\$196,317
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$670,000
Revenue Received in Advance	\$4,443
School Based Programs	\$48,039
Capital - Buildings/Grounds incl SMS>12 months	\$98,656
Maintenance -Buildings/Grounds incl SMS>12 months	\$30,000
Total Financial Commitments	\$1,057,455