2019 Annual Report to
The School Community

School Name: Bayside Special Developmental School (5240)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2019 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 22 April 2020 at 05:04 PM by Michael Pepprell (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2020 at 07:31 PM by Megan Dare (School Council President)

About Our School

School context

Bayside Special Developmental School (SDS) is a specialist school located in Moorabbin which provides a range of educational programs for student's aged 2.8 to 18 years, who have moderate to severe intellectual disabilities. A number of students have multiple disabilities including autism, physical or sensory impairments and conditions requiring medical interventions and management. During 2019 the school operated 10 classes across 3 venues, including 8 at the main school site Genoa Street campus, 1 primary aged group at Le Page Primary School and 1 Secondary aged group at Berendale Specialist School. The school is recognised as a centre of excellence in the Intensive Interaction approach and as a major player in the introduction and continuation of Intensive Interaction in Australia. Intensive Interaction is an approach which assists in the development of communication and sociability in students at the pre-intentional stage of development. The Community of Practice is coordinated and driven within the school by staff member, Dr Mark Barber who is the expert in the field, and who runs numerous training days and supports other practitioners both in Australia and internationally.

At Bayside Special Developmental School, the health, safety and wellbeing of all children and young people is the highest priority. Bayside Special Developmental School works in partnership with The Royal Children's Hospital and the Monash Medical Centre to develop care plans and train members of staff in the care and management of students with additional medical needs. The school strives to ensure the safety and wellbeing of children and young people at school at all times. There is a zero tolerance of child abuse, and all allegations and safety concerns are treated seriously and consistently. Bayside Special Developmental School is committed to creating a safe, respectful and inclusive school environment where all students can be happy, confident and resilient, regardless of their sexual or gender identity, cultural background, disability or other circumstances. We take account of the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children.

The schools vision, purpose and values are:

Vision: Promoting engagement and enrichment in meeting students' needs

Purpose: To provide educational programs for students with moderate to severe intellectual disabilities .

Values: Teamwork, Respect, Opportunity, Compassion

The school has Equivalent Full Time staff 42.71 (EFT) comprised of 2 EFT Principal class, 13.6 EFT teaching staff (including 0.6 Learning Specialists) and 27.11 EFT education support staff. The school currently has 3 teachers and 2 education support member of staff on maternity leave which are included in these numbers.

The majority of the teachers at the school have completed additional qualifications in special education and a large number of the classroom Education Support members of staff have extensive skill sets in the field. Paraprofessionals augment the curriculum with their diverse therapy programs, which further enriches the learning environment. The Early Education Program for students with significant disabilities aged from 2yr 8mth – 4yr 8mth at the beginning of the year operates at the school in addition to an offsite inclusive Family Playgroup on each Friday. Bayside Special Developmental School works in partnership with The Royal Children's Hospital to develop care plans and train members of staff in the care and management of students with additional medical needs. The school-aged enrolment to begin 2020 is anticipated to be 64 Effective Full Time (EFT) across three departments – juniors, intermediates and seniors in addition to 8.5 (EFT) Early Education positions. The school SFOE is 0.1918.

After it was announced in the May 2017 budget that Bayside Special Developmental will be allocated $11.4 million for a school upgrade, during 2018, demolition of two of the three existing buildings took place and building of the new school began. Additionally, the new school also accommodates a regional professional development facility for use by schools and professional learning groups. The school took occupancy of these two new buildings in September 2019. During

this period the schools usually outstanding staff opinion and parent opinion survey results have both experienced a higher degree of neutrality to match the drop off in positive endorsement for the targeted areas.. This may be accounted for by the current disruptions being experienced due to the building program and the disconnection of the staff based off site. Compounding this the lack of a space to hold regular whole staff meetings has made the ongoing professional development agenda challenging. One to one coaching with the learning specialist, teacher reflection, professional learning teams, department meetings, Professional Practice Days (PPD) and focused teacher sessions have provided the framework for the improvement agenda. Due to a lack of meeting space the pupil free days were used to conduct Student Support Group (SSG) meetings.

The school is scheduled for review of the current Strategic Plan during first term in 2020. Other plans for 2020 include the development of specialist rooms for art, home crafts, library and therapy in the remaining old buildings. In addition, the all-ability playground will be further developed as well as an outdoor exercise area, car park and school bus turnaround area.

Framework for Improving Student Outcomes (FISO)

In 2019, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Evaluating Impact on Learning, Evidence-based high-impact teaching strategies
 and Health and Well being.
This included:
* Developing teacher knowledge and capacity to:
- Analyse and use student data to plan for effective teaching in literacy.
- Plan for and implement differentiated teaching practices in literacy and;
- Implement the School Wide Positive Behaviour Support (SWPBS) framework

During the building program it has been somewhat challenging not having a regular whole staff meeting and the mechanisms of receiving information via email have not always been used effectively by all staff. The announcement by several staff during this time that they were pregnant, several others that were transferring to other schools, retiring or resigning has further exasperated expectations around continual improvement. The checks and balances associated with developing the leadership capabilities of all teachers have been somewhat stifled by a lack of connection by members of the leadership team being offsite. The continuing contact and check in is the element which has fell down both in the professional practice of the leaders with a flow on effect to the class teachers in their department.

Achievement

There has been an emerging understanding of the need to use various assessment tools to inform ABLES assessments, which has led to an investigation into various reading assessment tools. The appointment of a Learning Specialist during the School Strategic Plan (SSP) helped drive and focus this work and the emergent literacy tool was trialled during this process. After finding that assessments did not provide enough detail for students working in levels A-D particularly A-B. The South East Victtoria Region (SEVR) specialist schools community of practice set about the work of creating Pre - DATE (pre foundation in the Diagnostic Assessment Tools in English) assessment tools. Up to 9 tools are planned to be developed with 2 released thus far and a third in draft form available at the time of writing. Members of staff received extensive professional development during the introduction and implementation phase in these tools. The pre- DATE tools of alphabet and concepts of print have been used over two years with about 50% of students progressing a level in one of these assessments. The use of these tools has increased staff understanding of the level the students are at, in addition to embracing that the students have higher capabilities than previously thought. (following the use of these more rigorous and focussed assessments). There has also been a noticeable rise in staff engaging in professional discussions pertaining to the levels within the Victorian Curriculum and becoming aware of and using the consistent language at each level eg, A- experience B-scan and select. The Professional

Learning Team has led teachers to complete multiple forms of assessment -ABLES and to trial the Emergent Literacy tool, which has included creation and implementation of Pre-DATE assessment tools. This has resulted in staff having meaningful conversations about the levels within the Victorian Curriculum and becoming aware of and using the consistent language at each level eg, A- experience B-scan and select. With more rigorous assessment tools and clearer links made between assessment and planning learning programs this will improve as we move forward.

The Assessment of Literacy Professional Learning Team (PLT) focused on building a whole-school approach to data collection and analysis in the area of literacy, with an increased use of assessment data in evaluating student entry skills, so that teachers could plan for the students' point of learning need. The PLT work impacted both at a school level and more broadly within the network of specialist schools in the region. As a result of the involvement of the team in a regional specialist schools Community Of Practice (COP), made up of representatives from schools in South-East Victoria Region (metro), a set of tools to more accurately assess students in the early stages of literacy learning were developed and trialed. These were known as Pre-DATE assessment tools. Teachers then participated in action research to assess student learning in reading more accurately and rigorously. Professional development and support were provided on a regular basis and this significantly increased staff understanding of the level of current student achievement. In addition, teachers reported finding that a number of students had higher capabilities than previous teacher judgements had indicated. The work of the COP will continue with the aim to have nine completed Pre-DATE assessment tools available for use over the cycle of the next School Strategic Plan. The implementation of an Assessment of Literacy PLT, to develop and implement practices and tools for teachers enabled data and evidence to be used to inform teaching and learning for students and measure learning growth. A Learning Specialist worked with the teachers to implement the assessment of literacy. Data was used to establish starting points, demonstrate knowledge and record student progress in literacy. Through the participation of the school in a Community of Practice (COP) network of Specialist Schools in the SEVR, research, trialing and development of new literacy assessment tools were undertaken. At the school-level and through the PLT's, teachers were able to undertake multiple forms of assessment and trial an Emergent Literacy tool. As a result, Pre-DATE assessment tools (Concepts of print/Alphabet letters/Early handwriting) were implemented across the school. In addition, a whole-school assessment schedule, and a data wall where teachers recorded students' progress in literacy were implemented. These actions enabled Individual Learning Plans (ILP's) for student goals being informed by data, and teachers and parents having informed student learning growth conversations. Focused team work on literacy and assessment, at the COP and school level enabled teachers to build their practice in literacy and assessment. Staff reported through focus groups that they valued the work and support of the Learning Specialist and the PLT's and indicated that the initiatives had significantly contributed to improve planning in meeting students at their point of learning need.

The school met its 12month identified targets in one of the two nominated areas:
1. For the School Staff Survey (SSS) component of Collective Focus on Student Learning to increase to 90% school mean. (Not met)
2. For the Parent Opinion Survey (POS) component of Reporting to increase the school mean of to 6.0 (met)

All students are supported through the Program for Students with a Disability. All students showed satisfactory or better progress in achieving their individual goals as identified in their Individual Education Plans

In 2020 the school will continue to focus on the assessment of literacy as further Pre DATE tools are released. This will be complemented by exploring assessment options in the area of numeracy.

Engagement

The implementation of a Differentiation of Literacy PLT, enabled focused curriculum and instruction professional learning and development for teachers in the area of literacy. The review of the A-D literacy curriculum and the resulting framework, which included communication and ICT related skills, enabled teachers to build a consistent approach to teaching and learning. The framework included high impact instructional strategies leading to the on-going development of a whole-school balanced literacy approach. A minimum of three literacy blocks per week were timetabled weekly. Coaching and support from the Learning Specialist and leaders enabled teachers to develop collaborative skills in teams that focused on student learning outcomes. Teachers and leaders reported in focus groups

that student learning (including communication) was enhanced and student learning growth in literacy enhanced. Intentional and focused professional learning on deepening teacher knowledge of literacy to differentiate learning for students in specialist settings, enabled improved teacher capacity to improve learning outcomes for students.

The Differentiation of Literacy PLT focused on deepening teacher understanding of literacy to differentiate learning for students. The team developed the Bayside Reading and Viewing Curriculum Framework which included the review of the A-D literacy curriculum (Victorian Curriculum levels A-D). The framework also included communication and ICT related skills, and high impact teaching strategies (HITS) that led to the on-going development of a literacy approach. The team led the staff to participate in professional development targeting the differentiation of literacy instruction and to participate in collaborative planning to reflect and improve upon practices in literacy.

The school met its 12month identified targets in one of the two nominated areas:
 1. For the School Staff Survey (SSS) component of Teacher Collaboration to increase to 80% positive endorsement (not met).
2. For the Parent Opinion Survey (POS) component of Learning Focus to maintain a school mean of 6.04 (met)

The school uses the Compass system to follow up on all unexplained non-attendance. This system generates a letter each week, which is sent home to the identified families requesting that all absences be explained and supported by a required document. These letters are followed up with a telephone call where an appropriate response has not been received. In addition to this all families are telephoned on the day of an unexplained absence or within three days for an explained absence to monitor and assist with continued student engagement with learning.

In 2020 the school will continue to focus on further refining the delivery of literacy with a more focused approach to numeracy to be incorporated as well.

Wellbeing

A School-Wide Positive Behaviour Support (SWPBS) PLT was established to lead, plan and support the development and implementation of a whole school curriculum approach to student wellbeing. The PLT approach included data collection (discipline summaries, surveys) and this enabled staff to make informed decisions as to appropriate intervention for students. Professional development and support for all staff on a whole school approach to positive student behaviour expectations (we are safe, we are communicators and we are learners), with articulation of the requirements of all staff and classroom environments (such as visual displays) and the updating of student learning and support plans enabled some consistency of practice to develop across classroom and non-classroom settings. The actions of the PLT' enabled staff to strengthen their approach to student wellbeing and behaviour and improve the ability of students to initiate and respond in a safe and respectful manner.

Regular communication with families through Student Support Groups (SSG's), communication books and newsletters, enabled parents to coordinate with and support the approach at home. Parents reported in the Parent Opinion Survey (POS) improved student learning, communication and behaviour.

The school met its 12month identified targets in one of the three nominated areas:
1. For the School Staff Survey (SSS) component of
* Collective Responsibility positive endorsement fo increase to 90% (not met).
* Collective Efficacy positive endorsement to increase to 80% (not met).
2. For the Parent Opinion Survey (POS) component of Classroom Behaviour to increase to 6.0 (met).

During 2020 the focus will be on explicit and planned teaching of expectations achieving consistency and consolidation across the school in the area of SWPBS.

Financial performance and position

The annual result was a surplus for 2019 in the amount of $638,028 which can be accounted for by funding received during 2019 but not totally expended eg Capital Works Funding from the school building project/staffing contingency
During 2019 the school received DET funding/grants; $521,621.SRP cash fund, $2,330. Camps sport Excursion Funding (CSEF), $20,000. Targeted Program Funding $384,117 Capital Works Funding , Advance Grant 2019/20- $9,725 and DHHS Shade Grant $25,000. From Commonwealth Government grants totaled $5,150.
This included funding from Sporting School Grants total of $3,500 (Terms 1 – 3) and Teacher supervision of $ 1,650. Other locally raised funds include City of Kingston Schools Awards Grant, $193.20 Awards Victoria $2,727.28, bank interest $7,983. and donations, $10,974.

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.

For more detailed information regarding our school please visit our website at
https://www.baysidesds.vic.edu.au

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
        Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 67 students were enrolled at this school in 2019, 25 female and 42 male.

18 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
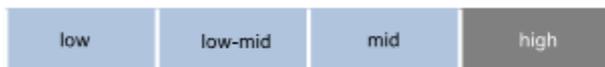
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** **Results: Mathematics**

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2016	2017	2018	2019	4-year average
Average absence days	18.0	18.4	22.4	25.3	21.1

Exit destinations

Percentage of students going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.

Year	2016	2017	2018	2019	4-year average
% of students to further studies or employment	100.0	100.0	100.0	69.2	92.3

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$3,986,184
Government Provided DET Grants	$544,245
Government Grants Commonwealth	$5,150
Government Grants State	$34,725
Revenue Other	$59,805
Locally Raised Funds	$59,672
Capital Grants	$384,117
Total Operating Revenue	**$5,073,899**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$3,734,510
Books & Publications	$294
Communication Costs	$9,060
Consumables	$58,188
Miscellaneous Expense[3]	$147,950
Professional Development	$10,235
Property and Equipment Services	$258,429
Salaries & Allowances[4]	$179,239
Trading & Fundraising	$8,953
Travel & Subsistence	$9,987
Utilities	$19,026

Total Operating Expenditure	**$4,435,871**
Net Operating Surplus/-Deficit	**$638,028**
Asset Acquisitions	**$112,591**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$624,340
Official Account	$22,508
Total Funds Available	**$646,848**

Financial Commitments	
Operating Reserve	$107,402
Other Recurrent Expenditure	$5,829
Provision Accounts	$5,000
School Based Programs	$256,592
Funds for Committees/Shared Arrangements	$555
Capital - Buildings/Grounds < 12 months	$208,362
Maintenance - Buildings/Grounds < 12 months	$81,615
Total Financial Commitments	**$665,354**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

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

The Performance Summary reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

Engagement
- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

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 a disability or students who may have additional learning needs.