

2023 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 \(VIT\)](#)
- 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 18 April 2024 at 05:10 PM by Justin Walsh (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

To be attested by School Council President

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').

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.

Draft

About Our School

School context

Bayside Special Developmental School (SDS) is a specialist school located in Moorabbin that provides a range of educational and therapeutic programs for students 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 2023 the school operated 9 school aged classes for 53 students and, in addition, conducted an Early Education Program which serviced 12 students on a part-time basis.

At Bayside SDS, the health, safety and wellbeing of all children and young people is our highest priority. Bayside SDS 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. Bayside SDS strives to ensure the continued safety and wellbeing of children and young people. There is a zero tolerance of child abuse, and all allegations and safety concerns are treated seriously and consistently. Bayside SDS 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 students, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children. During 2023 Bayside SDS did not offer programs for overseas students.

The school's vision, purpose and values are:

Vision: Our vision is to maximise educational opportunities, engagement and enrichment for students with moderate to severe intellectual disabilities in an environment which is safe, welcoming and fun.

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

Values: Teamwork - Working in teams offers a greater sense of belonging. By emphasizing the value of teamwork and the importance of collaboration we achieve better outcomes for our students. Respect - Accepting others for who they are, even when they are different from you or you do not agree with them. Respect in relationships to build feelings of trust, safety, and wellbeing. Opportunity - We are committed to providing services, resources and encouragement that equip students and families for better outcomes, new futures, new hope and dignity. Compassion - Suspending judgment so that we can appreciate others' perspectives or situations when they are different from your own. To show genuine concern about the other person or people's needs. Community - Respect for the rights, differences, and dignity of others. Honesty and integrity with all members of the community. Accountability for personal behaviour.

The school has Equivalent Full Time (EFT) staff of 33.07, comprised of 2 EFT Principal Class, 14.28 EFT teaching staff (including 2 Learning Specialists) and 16.79 EFT Education Support staff, of whom none identified as Aboriginal and Torres Strait Islander. The majority of the teachers at the school have completed, or are in the process of completing, 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 (Speech Therapy, Occupational Therapy and Physiotherapy) augment the curriculum with their diverse 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 calendar year, operates at the school in addition to an inclusive Family Playgroup each Friday morning. The school-aged enrolment to begin 2024 is anticipated to be 51 Effective Full-time (EFT) in addition to 8.5 (EFT) Early Education positions. The school SFOE is 0.1919 and the SFO is 0.2273.

Though a low percentage of parents participated in the 2023 parent survey, those who did indicated a 100% positive endorsement of school satisfaction.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Maths Professional Learning Team (PLT) provided opportunities to explore, research, discuss, design, edit, trial, present and establish the Bayside SDS Victorian Curriculum Number and Algebra Assessment Tool. Work included creation of the *What a Learner Looks Like?* document and a Maths checklists. Teacher feedback identified a need for professional development, expanded assessment tools and an annual assessment, to assist in developing more explicit Numeracy goals for each student.

As part of the Numeracy strategic plan focus, each student was assigned a focused Number and Algebra goal within their Individual Education Plan. The collection of the Individual Education Plan goals across the school detailed that a majority of students were

placed within levels B and C. As part of the teaching and learning program, numeracy activities to support Number and Algebra were reflected in weekly work programs and timetables.

The Maths Checklist was the main body of work for the PLT team during terms 2 and 3, expanding into three areas: Number and Place Value, Money and Financial Maths and Patterns and Algebra. The team focused on each level, explicitly writing scripts, and developing suitable resources. During term three the team presented the new assessment, with teachers trialling and providing feedback on the questions, resources and ease of instructions. The PLT team considered the feedback, edited the tool, and sourced new resources. The Foundation Number and Algebra Assessment Tool was created in early term four.

Over the last two years, the literacy learning landscape at Bayside SDS has changed significantly, with the introduction of *Comprehensive Literacy for All*, which comprises a number of programs and provides research-based instruction for emergent and conventional literacy learners. The *Shared Reading* program is now fully embedded in classroom practices, with all teachers having received individual coaching from the school Learning Specialist. The *Writing by Myself* program has been a key focus this year, ensuring every student has an appropriate and engaging writing tool for their needs, supported by the introduction of a new assessment tool, the *Writing with All Tools Continuum*.

In term 3, the English PLT delivered a full-staff professional development session on *Working with Letters and Sounds*, focussing on explicit teaching of alphabet letter names and developing phonological awareness for emergent literacy learners. The team created a fantastic set of consistent and aligned resources that will be rotated through classes to support teaching in this area. In term 4, the team delivered a second professional development to all staff on the implementation of systematic synthetic phonics at Bayside SDS and the *Working with Words* program that supports reading and writing for students as they progress from *Letters and Sounds*. These professional development sessions allow staff to revisit the research, be supported to explore new resources and plan the supports they will provide for their students in the classroom.

Wellbeing

Throughout 2023 the school had a strong focus on the health and wellbeing of all school stakeholders, with a view to building connectedness across the school year. This included a whole school approach to social-emotional learning and engagement, utilising key resources and strategies to support students and families. We focussed on early identification of at risk students and providing targeted support utilising a multi-tiered system of support. These have included Tier Two and Three plans developed for discrete teaching of specific skills/tasks. For example, transitioning and data collection for behaviours of concern to a) guide development of a plan and b) inform next steps, including plans to improve student safety and provide staff training. Our Mental Health Practitioner (MHP) provided targeted interventions for students presenting with mental health challenges and guided parents in their preparation for post school.

Educators are continuing to co-create resources, including Video Self Modelling (VSM) and social stories, focussed on the whole school expectation. These resources reflect the opportunities for explicit teaching of expectations. Collaborative planning, resource sharing and problem-solving have featured through the established community of practice as the primary agenda of student wellbeing during weekly meetings.

During 2023, classroom teams have an established a routine of reviewing student well-being and submitting monthly check-ins for all school-aged students. Data is reviewed, rated, collated and then distributed for actions and celebrations within each school area. Where indicated, a referral is activated to a school therapist or the SWPBS team. Further specific data may be requested either as an observation, Functional Behaviour Analysis, or Motivation Assessment Scale; to identify the need to develop Tier 2 or 3 Behaviour Support Plan. Work has continued in the area of relationships and sexual health, with consent protocols and a model of interpersonal relationship and associated behaviour developed (the Talk Touch Triangle). NDIS information exchange meetings have been sustained once to twice per term to understand community-based therapies and share practices.

Engagement

The school upheld its strong focus on engagement and support of students using a wholistic approach to effectively meet the needs of each child. Engagement is seen as the gateway to all learning, building upon a foundation of strong positive relationships, positive regard and mutual respect. Student engagement begins with a deep knowledge of each child: their strengths, interests, aspirations and needs. Students exercise their right to make decisions and choices to develop a strong sense of belonging. Learning goals build upon previous knowledge, leading to improved self-confidence and self-esteem. Systems of acknowledgment reinforce successful learning and interactions.

During 2023, the school continued to employ a Speech Pathologist to implement the Tutor Learning Initiative (TLI). This initiative continued to successfully support all students, with a focus on recognising 'gaps in learning' caused by an inability to effectively engage and the impact this will have on potential to progress. Many students at Bayside SDS access alternative and augmented

systems (AAC) to communicate. Every child who attends Bayside SDS has a recognised communication system, in which the classroom staff have received individual training. Two parent workshops were delivered with a focus on building knowledge and skills using AAC.

Our Inclusion Outreach Coach worked with the leadership team, and across the school, to build inclusive practices, and support educators to monitor and adjust their teaching to achieve better outcomes for all students.

Attendance is carefully monitored with protocols in place to follow up on absenteeism. The average number of student absences can be explained by compromised physical and mental health, medical procedures, NDIS appointments and parent choice. Bespoke interventions are negotiated with all stakeholders and incremental gains are recognised and celebrated.

Other highlights from the school year

In Term 2 the school held its official school opening, in recognition of completion of building works that have created a modern and purpose-built facility that supports the learning and wellbeing needs of Bayside SDS students. The event coincided with a community open morning that was attended by more than 150 guests, including present and past students and their families, past and present members of staff, members of the local community and members of Brighton Kiwanis and the Brighton Freemasonry lodge. The event began with a smoking ceremony and a welcome to country conducted by a Bunurong elder of the Kulin Nation. The ribbon cutting ceremony was completed by the local member for Bentleigh, in recognition of his advocacy of the school.

Financial performance

During 2023 the school received funding beyond the SRP of \$12,455 Swimming in Schools Program and \$2,737 Mental Health Practitioners in Specialist Schools. From the Commonwealth Government, Bayside SDS received the Sporting Schools Grant for one term totalling \$1,000. Other locally raised funds included \$24,072 Bank Interest, Donations of \$21,000 and \$1,772 Facilities Hire (Contractual Agreement with special needs dance company). Bayside SDS SRP Surplus stands at \$353,323 at the end of 2023.

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 Departmental policies, School Council approvals and the intent/purposes for which funding was provided and raised.

For more detailed information regarding our school please visit our website at
<https://www.baysidesds.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 53 students were enrolled at this school in 2023, 19 female and 34 male.

17 percent of students had English as an additional language and NDP 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: Low

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.

Parent Satisfaction

Latest year
(2023)

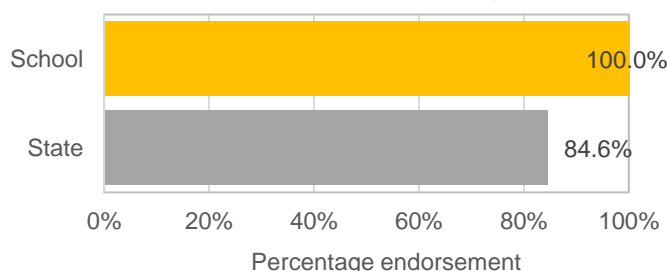
School percentage endorsement:

100.0%

State average (specialist schools):

84.6%

Parent Satisfaction (latest year)



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.

School Climate

Latest year
(2023)

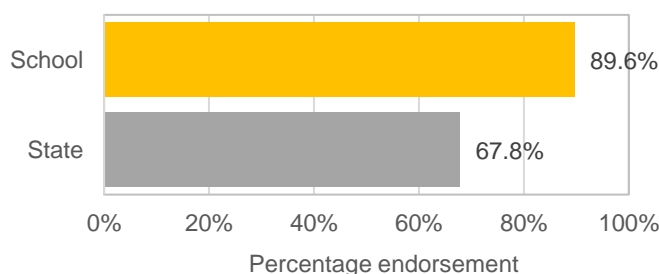
School percentage endorsement:

89.6%

State average (specialist schools):

67.8%

School Climate (latest year)



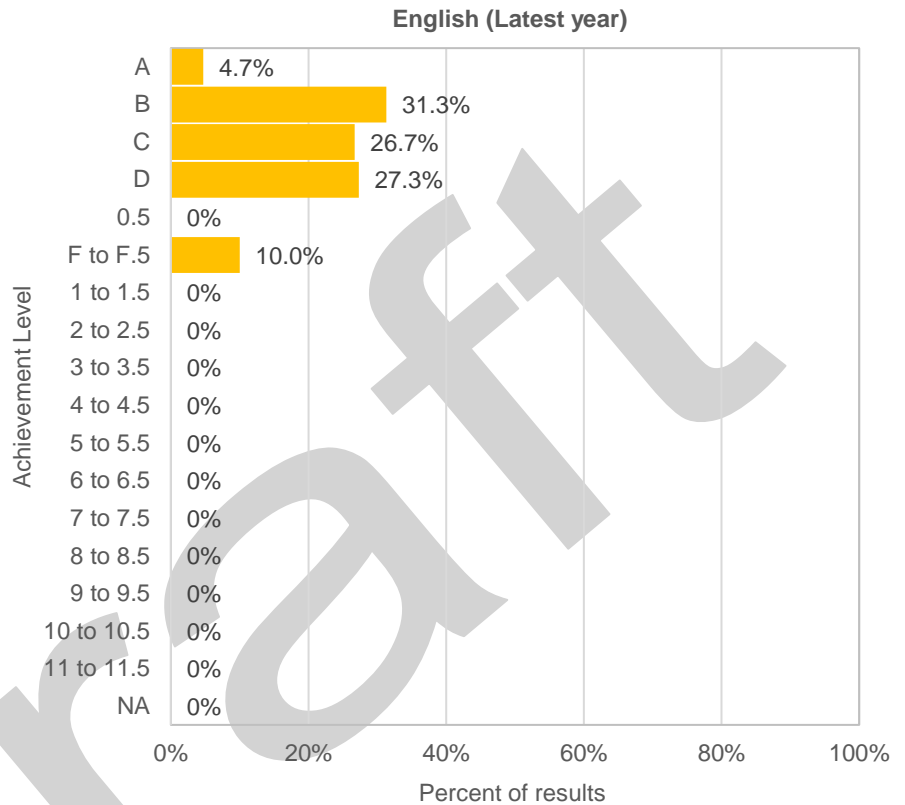
LEARNING

Teacher Judgement of student achievement

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

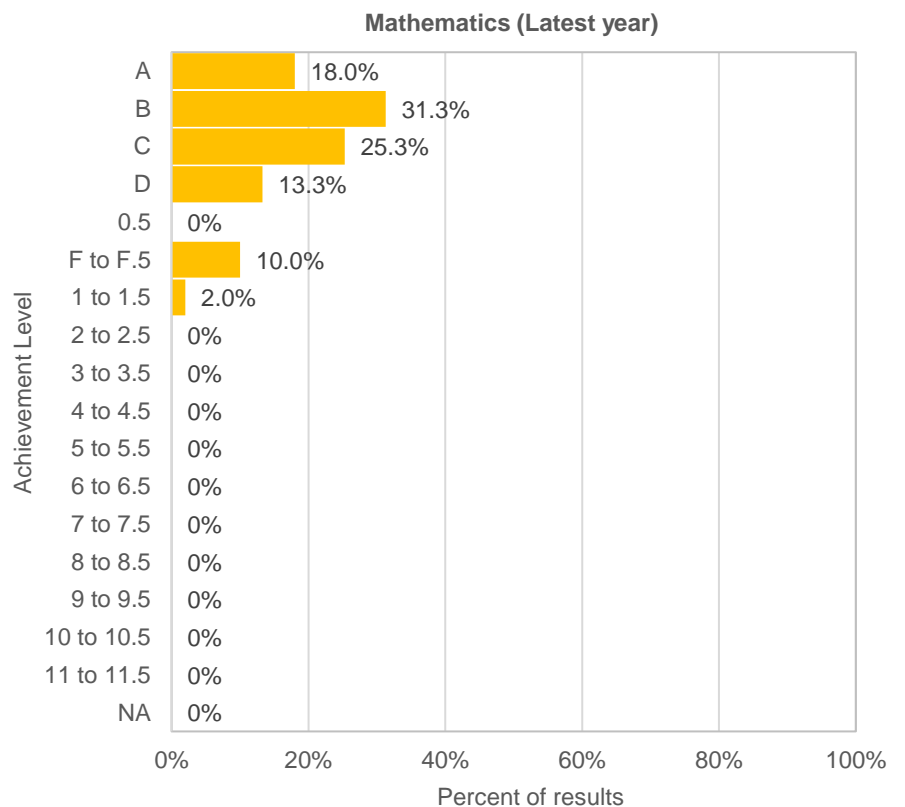
English

Achievement Level	Latest year (2023)
A	4.7%
B	31.3%
C	26.7%
D	27.3%
0.5	NDA
F to F.5	10.0%
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 (2023)
A	18.0%
B	31.3%
C	25.3%
D	13.3%
0.5	NDA
F to F.5	10.0%
1 to 1.5	2.0%
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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	18.7	26.2	43.0	35.7	30.4

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%	50.0%	NDP	84.2%	77.5%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,835,781
Government Provided DET Grants	\$547,801
Government Grants Commonwealth	\$1,583
Government Grants State	\$0
Revenue Other	\$36,762
Locally Raised Funds	\$35,163
Capital Grants	\$0
Total Operating Revenue	\$4,457,090

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,073
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,073

Expenditure	Actual
Student Resource Package ²	\$3,464,612
Adjustments	\$0
Books & Publications	\$476
Camps/Excursions/Activities	\$8,259
Communication Costs	\$7,254
Consumables	\$63,654
Miscellaneous Expense ³	\$18,672
Professional Development	\$17,039
Equipment/Maintenance/Hire	\$91,481
Property Services	\$315,681
Salaries & Allowances ⁴	\$152,480
Support Services	\$201,295
Trading & Fundraising	\$2,718
Motor Vehicle Expenses	\$3,807
Travel & Subsistence	\$0
Utilities	\$34,287
Total Operating Expenditure	\$4,381,717
Net Operating Surplus/-Deficit	\$75,373
Asset Acquisitions	\$0

(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

Funds available	Actual
High Yield Investment Account	\$338,834
Official Account	\$9,571
Other Accounts	\$0
Total Funds Available	\$348,405

Financial Commitments	Actual
Operating Reserve	\$104,171
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,000
Funds Received in Advance	\$0
School Based Programs	\$44,016
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$190,218
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$343,405

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.