

2024 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 29 April 2025 at 10:43 AM by Justin Walsh (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2025 at 10:44 AM by Justin Walsh (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

NDP and NDA

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

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

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

What is the 'Towards Foundation Level Victorian Curriculum'?

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

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

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

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

About Our School

School context

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 2024 the school operated 9 school aged classes for 52 school aged students and, in addition, conducted an Early Education Program which serviced 11 students on a part-time basis.

At Bayside SDS we recognise that student wellbeing and learning are deeply interconnected, with each supporting the other to foster healthy, happy and engaged individuals. 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 2024 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 differ 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 had Equivalent Full Time (EFT) staff of 32.94, comprised of 2 EFT Principal Class, 12.56 EFT teaching staff (including 1 Learning Specialist) and 18.38 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 to directly improve learning opportunities for students, with allied health staff on extended leave being replaced through Noah's Ark. A mental Health

Practitioner is employed at 0.4 EFT to support secondary aged students, and an NDIS Navigator is employed at 0.4 EFT to work with families on NDIS and transition planning.

The Early Education Program for students with significant disabilities aged from 2yr 8mth – 4yr 8mth, operates at the school in addition to an inclusive Family Playgroup each Friday morning. The school-aged enrolment to begin 2025 is anticipated to be 47 (EFT) in addition to 9 Early Education positions.

In the 2024 parent survey, respondents who participated gave a 100% positive endorsement of school satisfaction.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 became the final year of the school's previous strategic plan, with the school participating in a review during Term 4.

The implementation of Professional Learning Communities was a key achievement in 2024, with 3 leadership staff trained in the practice, and the process used to review teaching and learning practices.

As the school prepared for the Term 4 school review, the school improvement team completed the Pre-review Self-evaluation.

The team assessed that:

100% of school-age students had individualised, targeted and appropriately levelled benchmarks in the three areas of Speaking & Listening, Reading & Viewing and Writing.

100% of school-age students attending school completed term 3 assessments in the areas of: English Speaking & Listening – The Roadmap of Communicative Competence (ROCC), Children's Communication Checklist (CCC) for students using less than 50 words, The Diagnostic Assessment Tools (DATE) in English, Reading & Viewing – Pre-DATE Alphabet, Pre-DATE Concepts of Print, Letters & Sounds Checklist and English Writing – Writing with All Tool Continuum and writing samples.

The school's Individual Education Plan (IEP) template was reviewed based on feedback through a professional learning community process.

The Literacy Assessments Data Wall was updated by classroom teachers, with data used to inform the School Review. The creation of the Cross-Curriculum Data Wall to record the planned curriculum level for each strand of English for every school-age student will allow for annual review of the data as a teaching staff to identify student need for specific supports and interventions.

Written observation/feedback sheets were completed by the Learning Specialist in the area of Writing: Classroom observations/collaborative teaching completed in all classrooms and feedback shared with Teachers. The range of supports and adjustments implemented was reviewed to support the writing of student centered learning plans.

New Mid-Year and End-of-Year Report templates were developed in response to new IEP format.

Work began on updating Bayside SDS's Curriculum Framework, with a view to further review and development as part of the next strategic cycle.

Number and Algebra assessments were completed across the school for the second year, with the Mathematics data wall created to show year upon year progress.

Wellbeing

Student Wellbeing was recognized as an essential element of student engagement, with the implementation of the Wellbeing PLC.

The sustainable implementation of the School-wide Positive Behaviour Support (SWPBS) framework created a structure whereby the teaching of whole-school expectations is embedded in daily teaching and interactions. A semester-to-semester schedule was created to encompass the explicit teaching of expectations across a six-year period. The SWPBS guidance and booklet was updated.

The new ILP template includes benchmarks for Personal and Social Capabilities for all students. Teachers participated in developing the format of the ILP, to strengthen student wellbeing. New mid-year and end-of-year student report templates reflected this change.

Student Talk Touch Triangle books were developed, to support student learning in the area of sexuality and relationships education. Staff participated in professional learning through Sexual Health Victoria.

The BSDS classroom environment checklist for all learning spaces was drafted, and will be used as a checklist to support peer observations in 2025.

Student wellbeing check-in data was supplied and recorded by class Teachers, and reviewed by leadership. This data enabled the team to reflect on student well-being needs, adjust Personal and Social Capability learning goals, communicate concerns and successes with parents/carers, and make referrals to the allied health and specialist team (MHP, OT, ST, PT) and agencies outside the school.

Wellbeing was recognized as an essential element in improving student outcomes through the 2024 school review.

Bayside SDS was part of the group of schools located in the Bayside and Peninsula region to support the roll out of the new school funding model for students with disability, with new funding allocations (Tier 2 school-level funding and Tier 3 student-level funding) to support inclusive practice in schools. The process includes a Disability Inclusion Profile process to help schools and families identify the strengths, needs and educational adjustments schools can make to assist students with disabilities.

Engagement

Bayside SDS appointed a Mental Health Practitioner (MHP) as part of the DET mental health

reforms package. The school also appointed an NDIS Navigator.

Student attendance is recognized as an area requiring continued focus and was highlighted during the 2024 School Review. While rates of absenteeism are largely as a result of student medical needs and medical and allied health appointments, access to NDIS sessions during school hours is a factor and results in students completing less than the full school week.

Student voice was captured to provide input into the 2024 School Review. All students were interviewed, with the use of communication supports, so an understanding of our students' preferred activities and learning areas could be presented to, and considered by, the panel in developing the next strategic plan. Strengthening a whole school approach to student voice was captured in the plan.

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The Southside Café program was established to:

- Produce opportunities for graduating students to take part in leadership roles as part of the executive committee;
- Allows all students within the school to take dignity of risk when making food choices;
- Provide practical opportunities for students to use communication and interact with their peers; and
- Develop opportunities for Personal and Social Capability goals to be addressed.

A thorough café program design was written, that contains a range of learning outcomes that can be achieved through the program.

The school demonstrates continued engagement with families through regular Student Support Group (SSG) meetings, seesaw platform communications, fortnightly newsletters and school events including celebrations and information sessions. The Parent and Carers' Group was reestablished following a drop off in participation over the Covid years.

The school engages with local schools through the Kingston Schools network, the Southeastern Specialist school network and the Principals Association of Specialist School which provide platforms for sharing best practice, professional development, opportunities and collegiality for members of staff.

Partnerships with local agencies were enhanced through grants to provide further opportunities for our students in regular activities such as Mckinnon basketball sessions, Highett youth groups and BUGS awards via the Kiwanis.

Other highlights from the school year

The school participated in the Victorian Quality and Registration Assurance Minimum Standards review and the strategic planning school review.

The school employed a new Principal, following the resignation of the previous Principal in 2023.

The Graduation event and concert were once again highlights, as was the Post-school Options

Expo.

The north playground was refurbished to provide a safe, accessible and engaging area for students.

Financial performance

The school SFOE is 0.1967 and the SFO is 0.2211.

During 2024 the school received funding beyond the SRP of \$12,220 Swimming in Schools Program and \$2,802 Mental Health Practitioners in Specialist Schools. Through the Commonwealth Government, Bayside SDS received the Sporting Schools Grant for four terms totaling \$7,700. Other locally raised funds included \$11,650 Bank Interest, Donations of \$40,290 and \$1,850 Facilities Hire (Contractual Agreement with special needs dance company). Bayside SDS SRP Surplus stands at \$339,803 at the end of 2024.

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 52 students were enrolled at this school in 2024, 14 female and 38 male.

13 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).

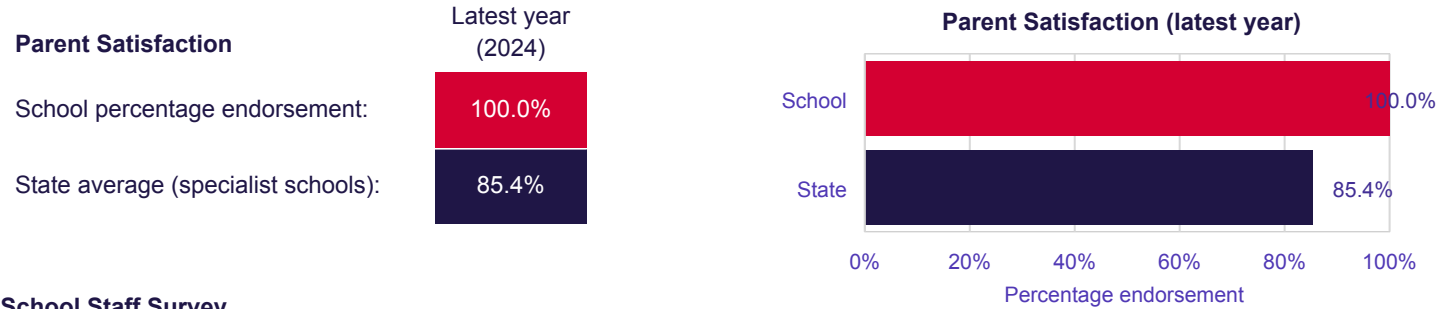
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

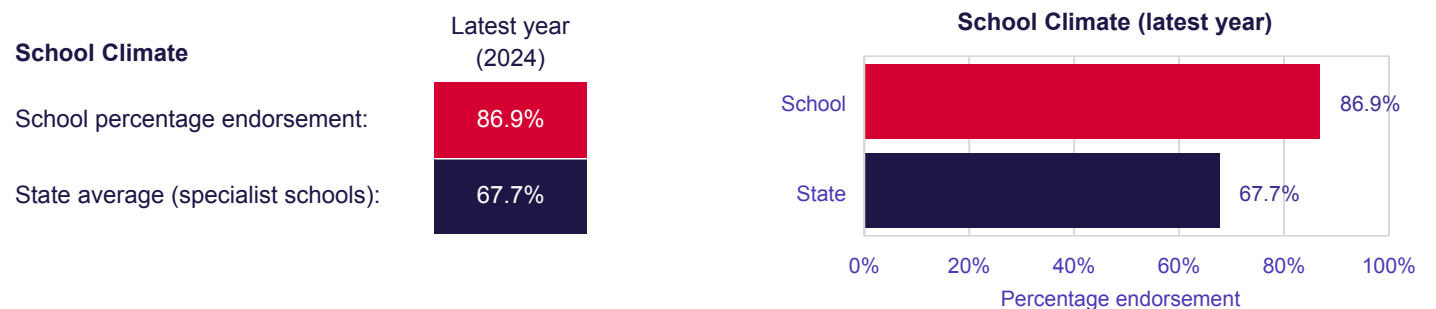


School Staff Survey

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.

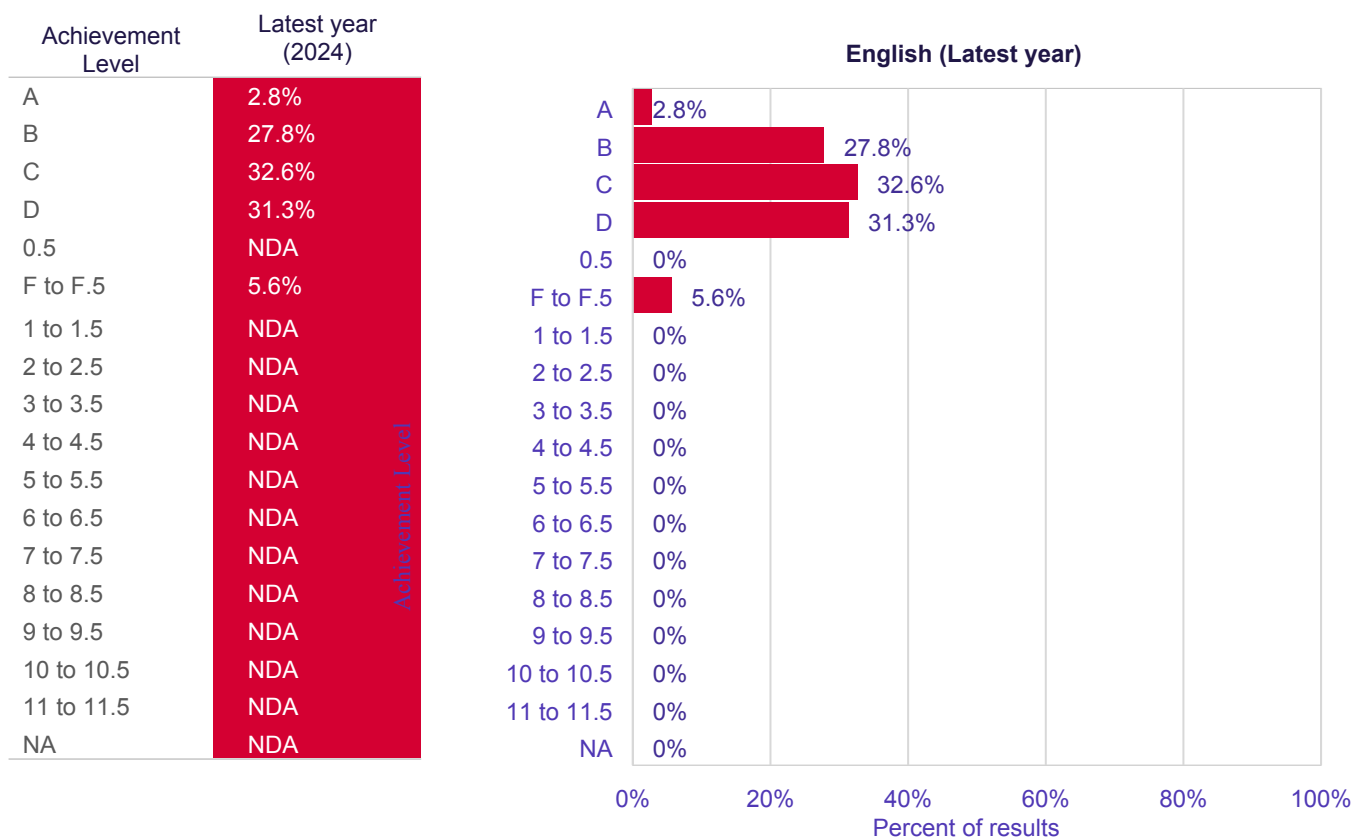


LEARNING

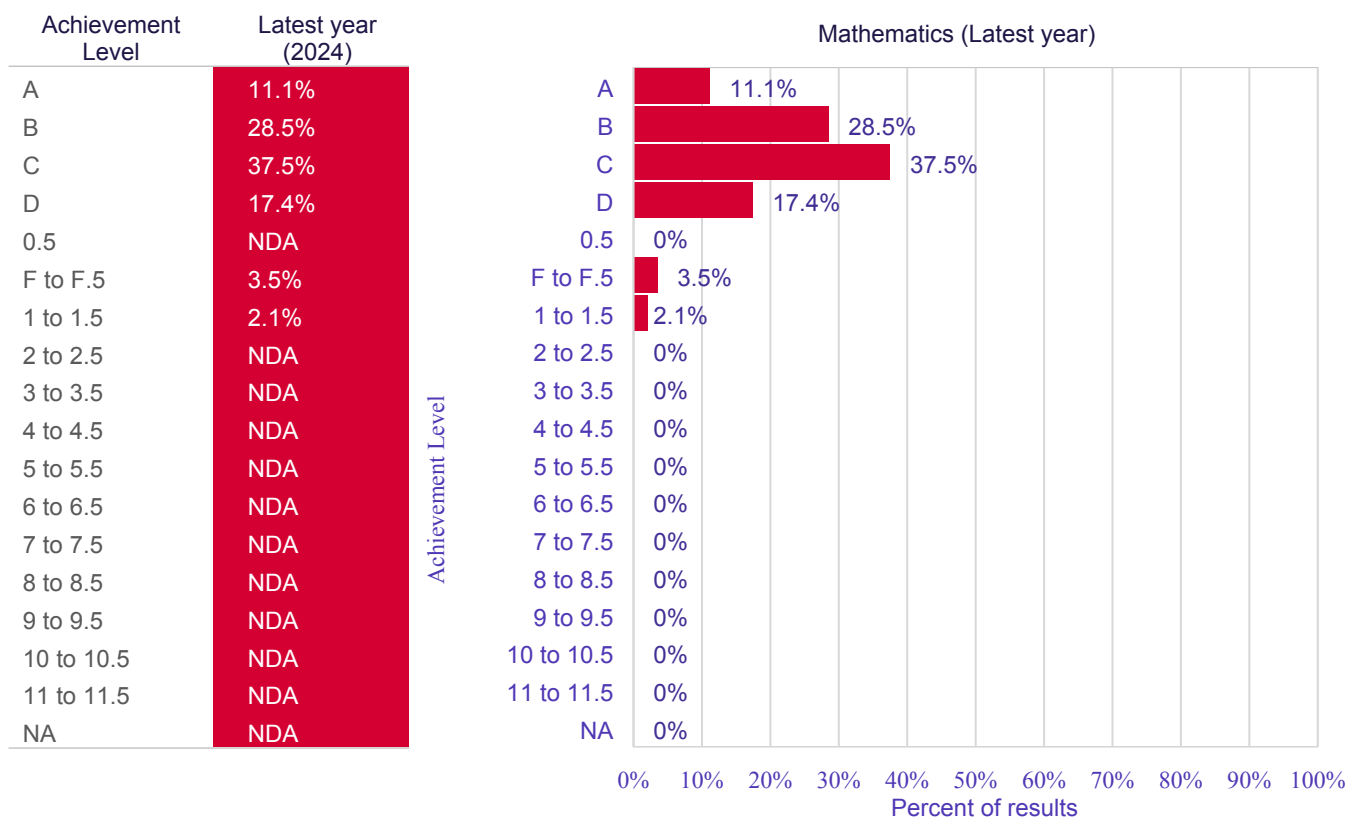
Teacher Judgement of student achievement

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

English



Mathematics



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	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	45.5%	NDP	84.2%	100.0%	75.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$3,894,187
Government Provided DET Grants	\$408,511
Government Grants Commonwealth	\$5,356
Government Grants State	\$0
Revenue Other	\$19,714
Locally Raised Funds	\$56,687
Capital Grants	\$0
Total Operating Revenue	\$4,384,454

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,573
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,573

Expenditure	Actual
Student Resource Package ²	\$3,559,465
Adjustments	\$0
Books & Publications	\$459
Camps/Excursions/Activities	\$10,898
Communication Costs	\$7,515
Consumables	\$61,936
Miscellaneous Expense ³	\$12,961
Professional Development	\$21,592
Equipment/Maintenance/Hire	\$65,628
Property Services	\$220,818
Salaries & Allowances ⁴	\$216,841
Support Services	\$157,776
Trading & Fundraising	\$1,936
Motor Vehicle Expenses	\$5,053
Travel & Subsistence	\$0
Utilities	\$38,847
Total Operating Expenditure	\$4,381,726
Net Operating Surplus/-Deficit	\$2,728
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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$38,837
Official Account	(\$8,032)
Other Accounts	\$0
Total Funds Available	\$30,805

Financial Commitments	Actual
Operating Reserve	\$137,043
Other Recurrent Expenditure	(\$3,894)
Provision Accounts	\$5,000
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$138,149

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.