

2025 Annual Report to the School Community

School Name: Burwood East Special Developmental School (5225)



- 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 30 March 2026 at 02:23 PM by Helen Smith (Principal)

- As executive officer of the school council, I attest that this 2025 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 13 April 2026 at 05:00 PM by Helen Smith (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

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

Burwood East Special Developmental School (BESDS) teaches students with moderate to profound intellectual disability, from the Early Education Program through Year 12, with the vision of "*promoting independence through active learning*." Many BESDS students have complex needs that can impact their learning and engagement, including autism spectrum disorder, language and communication disorders and high sensory needs. The school currently caters for a total of 84 students, with 72 school-aged students and 12 pre-school students enrolled in the Early Education Program on a part-time basis, in a quiet residential area in the inner eastern suburb of Burwood East, with a purpose-built facility. We consider the health, safety and wellbeing of all children and young people our highest priorities. We are committed to creating a safe, respectful and inclusive school environment where all community members can be happy, confident and resilient, regardless of their sexual or gender identity, cultural background, disability or other circumstances. This philosophy is shared and practised with our students and school community members every day through our school values: "*Be a communicator, be a learner and be safe*".

BESDS is staffed by 56 members, including classroom and specialist teachers, education support staff, the allied health team, the admin support team, and the leadership team. The strong collaboration of the BESDS staff members is vital to our transdisciplinary approach to student learning and wellbeing, and they are dedicated to developing and providing the best educational programs and support for our students. We follow the Victorian Curriculum 2.0 to plan individual learning for students, and we also offer the ASDAN programs for our senior secondary students in preparation for their post-school transition. Teachers collaborate through the Professional Learning Community structure, supported by dedicated curriculum leaders. Students' learning and wellbeing outcome improvement are at the centre of every decision at BESDS, with an emphasis on students developing skills, knowledge and independence they will use as young adults in their post-school life.

As a specialist school, we value the extended time we spend with our students, seeking to understand each child as an individual and providing a learning environment that is tailored to each person's unique and ever-changing needs. This also allows us to establish and maintain a strong connection with their families and carers. We strive to partner with families and carers to empower students to reach their full potential as lifelong learners. For example, families actively engage in the Individual Education Program planning process with teachers and allied health professionals through termly Student Support Group meetings and receive a range of support, including dual enrolment arrangements with local mainstream schools, consultation and collaboration with external service providers, NDIS planning, and post-school transition pathways.

Progress towards strategic goals, student outcomes and student engagement

Learning

The introduction of the Victorian Teaching and Learning Model (VTLM) 2.0 enabled school leaders and teachers to review our school's curriculum delivery and collectively revise our teaching approach, informed by contemporary evidence on how students learn and which teaching practices support their learning effectively. It is heartening for our teaching team to learn that there is strong research behind our current explicit and differentiated teaching strategies for our students. It also motivates our team to collaborate to fine-tune our teaching practice using the VTLM 2.0 to improve student learning outcomes, with support from departmental resources. Routine professional learning and individual catch-up sessions between teachers and instructional leaders to monitor the progress of VTLM 2.0 implementation and provide targeted support/feedback was one of the enablers to achieve progress in this area.

The embedded expertise and resources within the Whole-school literacy program, using the Little Learners Love Literacy framework, continued to strengthen the school's English curriculum delivery for our diverse learners in 2025. Students have become more confident learners during daily literacy sessions where tasks were tailored to their learning needs based on their assessed achievement stage. The structured lessons and routine assessment schedule allowed teachers to evaluate students using adapted assessments, plan for each learning stage, and adjust teaching and learning sequences accordingly.

Teachers also benefited from this successful literacy program implementation in establishing a whole-school numeracy program and resources. Teachers continued collaborating and developing appropriate assessment tasks across all curriculum areas, with a focus on Mathematics and on building a shared understanding of student achievement. This process has prompted teachers to think more critically about the learning goals and strategies for each student, and to design explicit lessons aligned with the updated Victorian curriculum content.

Wellbeing

Wellbeing at BESDS in 2025 continued our strong adherence to the Victorian child safety standards. The Child Safety and Wellbeing Team continues to meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing, and to monitor the Child Safe Standards Risk Register. Annual child safety training was undertaken by all staff.

School staff participated in Safe Schools training to promote a safe, supportive, and inclusive environment for LGBTIQ+ students. The creation of a safe and inclusive environment as a Tier 1 (school-wide) strategy towards positive mental health promotion, supports Child Safe Standard 5 and the Resilience, Rights and Respectful Relationships topics 7 & 8.

The school's commitment to promoting the wellbeing and social safety of our students included further staff training of the SoSAFE! framework. Students were supplied and instructed with a personal People & Relationship folder. The personalised folder incorporates information with simple visual tools to enhance the teaching of social safety skills and includes the student's personalised network of trusted people (OK Helpers) to contact if in need of help. Promoting help-seeking promotes student wellbeing, agency and voice. Explicitly teaching and practising respectful and safe behaviours as a part of established class routines, and embedding the behaviour expectations in the school's values in accessible language were examples of how students were empowered and supported to develop skills to improve their own wellbeing and contribute to a safer and inclusive learning environment.

Ongoing audits of the child safe standards risk register and media coverage highlighted the need for additional safety measures and staff training to strengthen child safe standards 1, 6 and 8. The development of a dedicated school child safety team was intended to review and improve school-wide practices, particularly in staff training and personal care and wellbeing. The development of a Child Safety Working Party strengthened controls, including practices and procedures for newly employed staff, visitors and volunteers, the personal care of students, staff device use and management of students' electronic personal communication systems.

Engagement

With the introduction of the new teaching and learning model, the VTLM 2.0, Positive Classroom Management Strategies (PCMS) were adopted as evidence-based strategies to enable learning through engagement. Staff collaboration supported the development of bespoke BESDS PCMS placemats that focus on increasing learning time and engagement through eight evidence-based practices. These practices stem from the School-wide Positive Behaviour Support model, and are documented in the PCMS guides. PCMS are implemented consistently through a whole-school approach that establishes consistent expectations, clear rules and fair, logical and predictable consequences to increase learning and engagement.

The development and implementation of an Acceptable Use Agreement (AUA) for students improved the school's approach to Child Safe Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed. The BESDS Acceptable Use Agreement aligns with the BESDS Student Wellbeing and Engagement Policy. It outlines expectations for student behaviour when using digital technologies to ensure they use digital technologies safely and responsibly. This is embedded in our School-Wide Positive Behaviour Support matrix of expected behaviours, where students are explicitly taught how to engage safely in online environments.

In 2025, we saw an increase in the average number of student absence days compared to previous years, due to complex student needs and family circumstances that impacted attendance rates for some students. The school team continues supporting affected students and families in line with the department's policy and guidelines, and liaising with students' external service providers to improve attendance and learning outcomes.

Other highlights from the school year

The Stage 1 work of the New Learning Centre Building project was completed in March 2025, and all our secondary and upper primary classes enjoyed the brand-new, purpose-built classrooms for most of the year. We could see the impact of the new learning spaces on students' improved engagement with others and learning activities. The Stage 2 work for middle primary classrooms and the Visual Art room immediately followed and is expected to be completed in February 2026.

Financial performance

BESDS maintained a surplus financial position throughout 2025. The School Strategic Plan and the Annual Implementation Plan continued to provide the framework for allocating funds to support school programs and priorities. The operating surplus we carry forward at the end of the year has been received predominantly through the Student Resource Package. In 2025, the leadership team, school council and business manager discussed strategies to secure the budget surplus for future refurbishment work in line with the new Credit Carryover policy with the support from the department's Strategic Financial Management Advisor and Provision & Planning team, as the current building project is nearing completion.

**For more detailed information regarding our school please visit our website at
<https://www.besds.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

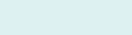
A total of 76 students were enrolled at this school in 2025, 18 female and 58 male. 34% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

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 - Medium**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	NDP	
	Similar schools	89.1%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School		
		80.7%	
	Similar schools	68.5%	
	State	68.0%	

LEARNING





Teacher Judgement of student achievement English

Percent of results at each achievement level in English

			2025
A	School	34.4%	
B	School	31.7%	
C	School	16.4%	
D	School	11.5%	
0.5	School	0.0%	
F-F.5	School	3.3%	
1.0-1.5	School	1.1%	
2.0-2.5	School	1.1%	
3.0-3.5	School	0.5%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	14.8%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics




			2025
A	School	31.7%	
B	School	26.8%	
C	School	21.9%	
D	School	19.7%	
0.5	School	0.0%	
F-F.5	School	0.0%	

			2025
1.0-1.5	School		0.0%
2.0-2.5	School		0.0%
3.0-3.5	School		0.0%
4.0-4.5	School		0.0%
5.0-5.5	School		0.0%
6.0-6.5	School		0.0%
7.0-7.5	School		0.0%
8.0-8.5	School		0.0%
9.0-9.5	School		0.0%
10.0-10.5	School		0.0%
11.0-11.5	School		0.0%
N/A	School		14.8%

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	40.0%		35.7%
	Similar schools	40.3%		40.9%
	State	81.5%		81.2%


Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Ungraded	School	45.1		39.9
	Similar schools	40.9		39.8
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	77.2%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$4,586,598
Government Provided DET Grants	\$704,756
Government Grants Commonwealth	\$3,727
Government Grants State	\$54,786
Revenue Other	\$124,038
Locally Raised Funds	\$33,239
Capital Grants	\$0
Total Operating Revenue	\$5,507,144

Equity	Actual
Equity (Social Disadvantage)	\$13,205
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$13,205

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,333,863
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$20,597
Communication Costs	\$4,353
Consumables	\$29,148
Miscellaneous Expenses ²	\$10,095
Agency Staff	\$29,788
Professional Development	\$34,386
Equipment/Maintenance/Hire	\$130,750
Property Services	\$48,538
Salaries & Allowances ³	\$369,812
Support Services	\$28,465

Expenditure	Actual
Trading & Fundraising	\$5,161
Motor Vehicle Expenses	\$7,407
Travel & Subsistence	\$0
Utilities	\$34,332
Total Operating Expenditure	\$5,086,694
Net Operating Surplus/-Deficit	\$420,450
Asset Acquisitions	\$7,429

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$2,963,648
Official Account	\$23,438
Other Accounts	\$0
Total Funds Available	\$2,987,087

Financial Commitments	Actual
Operating Reserve	\$125,472
Other Recurrent Expenditure	\$7,000
Provision Accounts	\$0
Funds Received in Advance	\$37,146
School Based Programs	\$716,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$78,500
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$190,438
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,500,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,854,656

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.