

2017 Annual Report to the School Community



School Name: Hamilton Parklands School

School Number: 5283



- 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 Regulation 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 2017 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 19 April 2018 at 08:23 AM by Sonya Holden (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 May 2018 at 09:13 AM by Karen Roache (School Council President)



About Our School

School Context

Hamilton Parklands School provides a challenging and inclusive education for students aged from 5 to 18 years, primarily with an intellectual disability. Hamilton Parklands School is located in the South Western Region of Victoria on the outskirts of the rural town of Hamilton, 4 hours drive from the Melbourne CBD. Students have a wide range of additional learning needs. There are some students who have a diagnosis of Autism Spectrum Disorder and some students on Functional or Alternative Placements under Severe Behaviour Disorder. The school uses a holistic approach to student engagement and wellbeing and group structure and endeavours to cater for each student's complex needs. The school has an enrolment of around 40 students, which was stable over the past 5 years.

The school uses a team approach and recognises the benefits of working closely with parents, mainstream schools, therapists and carers to provide a broad comprehensive education for every student. The school runs specialist programs in Art, Music, Science, Rideability, MARC Library, Community Sports, and Transition Education. A number of students aged 16 and over also participated in work experience in the community and supported workplaces for people with a disability.

The school's Student Family Occupation Index for 2017 in the confirmed Student Resource Package (SRP) was 0.7500, with an SFOE Index of 0.6575. Koorie students sat at 15% and students in Out-of-Home-Care at 18%. The School Council has a membership of 10 people, however, there has always been a number of vacancies. A small Parents and Friends Association is active, consisting of predominantly school council members.

Framework for Improving Student Outcomes (FISO)

This year our school focused on 4 key areas of the FISO; Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning and Community Engagement in Learning as identified as priority areas in the 2016 Strategic Plan. With a year of transition; three acting principals in three terms, many of the annual implementation plan goals have not been realised and will be more targeted for 2018. SWPBS remained as a focus to address student behaviours and wellbeing. The house groups have continued to work well with all the students engaging in cross peer interactions. Our Parents and Friends Association have continued to support our community links and engagement with families; including running a stall at the local Sheepvention to promote our school community and student achievement and engagement.

Achievement

Students across all cohorts continue to improve against Individual Learning Plan goals which are in line with the Victorian curriculum. We are continuing to use Accelerus successfully for writing individual learning plans and reporting to parents.

All students aged 16 and older continue to engage in community activities, and some engaging in work experience where appropriate. Two senior students have participated in VCAL courses provided by local RTO.

Engagement

Student attendance is remains high, other than principal-approved medical absences. When unexplained absences become excessive they are followed up with the parents directly, who are then reminded of the importance of attendance and communication with the school. Formal letters have been issued to families where these absences continue.

Our school continues to develop the School-Wide Positive Behaviour Support framework. Structured lessons around school values and anti-bullying expectations occur frequently throughout the school. Incidents of bullying and student misbehavior is decreasing significantly and students are telling us that they are feeling calmer and safer at school when surveyed.

The school continued to offer individualized programs with high interest activities, particularly in the area of life skills. All students were engaged in classroom cooking programs, community access and physical education and sport activities. All students were also engaged in Art, Music, Science, MARC Library and swimming. The junior classes were also involved in horse-riding, while the senior students were involved in Community Sports and the Advance, Bridge, Compass and Duke of Edinburgh programs. Party with the Ponies continues to be a popular event that students are also involved in, with some of our senior students making and selling coffee.



All students were involved in a number of whole-school activities including a school concert, art show, swimming carnival, inter-school netball, book week dress-up day, footy day, the Life Education van, and many more. All classes are also involved in school camps and/or extended days to support authentic learning.

Wellbeing

Each year, all school staff are involved in Mandatory Reporting, First Aid (Level 2), and CPR training to support student medical and wellbeing needs. All staff are required to be familiar with school policy, particularly with Medication, Sun Smart, and other health priorities. Appropriate staff are also trained in specific medical needs, especially in diabetes, and PEG feeding. We also have an active OHS Leadership Group to ensure that Safe Work Procedures and staff and contractor inductions are in place. They ensure that their own and student safety is paramount at all times. We have now also been signed off as a Child Safe School.

A School Chaplain was employed for the last half of the year through the National Schools Chaplaincy Program and was an invaluable resource around the school in supporting students, staff and parents. The school chaplain provided services including one-on-one support, small group sessions, crisis support, and many more programs aimed at supporting the mental health of our school community



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	
<p>Enrolment Profile</p> <p>A total of 38 students were enrolled at this school in 2017, 12 female and 26 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 20 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="548 324 1425 795"> <p>Results: English</p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>14%</td></tr> <tr><td>B</td><td>12%</td></tr> <tr><td>C</td><td>11%</td></tr> <tr><td>D</td><td>25%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>3%</td></tr> <tr><td>1 - 1.5</td><td>20%</td></tr> <tr><td>2 - 2.5</td><td>6%</td></tr> <tr><td>3 - 3.5</td><td>9%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="548 817 1425 1332"> <p>Results: Mathematics</p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>20%</td></tr> <tr><td>B</td><td>4%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>8%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>15%</td></tr> <tr><td>1 - 1.5</td><td>19%</td></tr> <tr><td>2 - 2.5</td><td>15%</td></tr> <tr><td>3 - 3.5</td><td>2%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	14%	B	12%	C	11%	D	25%	0.5	0%	F - F.5	3%	1 - 1.5	20%	2 - 2.5	6%	3 - 3.5	9%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	20%	B	4%	C	16%	D	8%	0.5	0%	F - F.5	15%	1 - 1.5	19%	2 - 2.5	15%	3 - 3.5	2%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>22.8</td> <td>25.9</td> <td>27.4</td> <td>24.6</td> <td>25.2</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	22.8	25.9	27.4	24.6	25.2
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<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>ND</td> <td>100.0</td> <td>ND</td> <td>91.7</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	ND	ND	100.0	ND	91.7
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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*'?

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.



Financial Performance and Position

Financial performance and position commentary

We ended 2017 with a healthy net-operating value; this is due to a significant amount carried forward from 2016 into 2017. 2017 was our fifth year of self-managing a school bus service. Our student numbers have remained stable which has maintained staffing numbers. We continued to receive a grant for National Schools Chaplaincy Program, which continued to be targeted towards student welfare. Some fencing has been repaired and replaced. There has been minimal spending with a number of acting principals across the 2017 school year.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,288,311	High Yield Investment Account	\$982,111
Government Provided DET Grants	\$498,915	Official Account	\$5,774
Government Grants State	\$9,725	Total Funds Available	\$987,885
Revenue Other	\$32,462		
Locally Raised Funds	\$31,061		
Total Operating Revenue	\$1,860,475		
Equity¹			
Equity (Social Disadvantage)	\$69,569		
Equity Total	\$69,569		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,447,534	Operating Reserve	\$58,192
Communication Costs	\$1,971	Asset/Equipment Replacement < 12 months	\$100,000
Consumables	\$30,488	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Miscellaneous Expense ³	\$70,970	School Based Programs	\$484,193
Professional Development	\$11,269	Asset/Equipment Replacement > 12 months	\$65,500
Property and Equipment Services	\$111,869	Capital - Buildings/Grounds incl SMS>12 months	\$80,000
Salaries & Allowances ⁴	\$98,667	Maintenance -Buildings/Grounds incl SMS>12 months	\$120,000
Trading & Fundraising	\$13,964	Total Financial Commitments	\$987,885
Travel & Subsistence	\$55,802		
Utilities	\$12,998		
Adjustments	\$469		
Total Operating Expenditure	\$1,856,002		
Net Operating Surplus/-Deficit	\$4,472		
Asset Acquisitions	(\$225)		

(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 05 March 2018 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.