

2018 Annual Report to The School Community



School Name: Hamilton Parklands School (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 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 2018 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 15 March 2019 at 02:45 PM 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 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 2018 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 24 April 2019 at 09:53 AM by Karen Roache
(School Council President)

About Our School

School context

At Hamilton Parklands School our vision is to provide all students with learning experiences to reach their full potential in all areas of their wellbeing education. We provide an inclusive education that is both engaging and challenging for students aged from 5 to 18 years, primarily with an intellectual disability. Our 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. The school uses a holistic approach to student engagement and wellbeing and group structure, catering for each student's complex needs through individual and group instruction and the engagement of specialised teachers. The school had a beginning enrolment of around 41 students, 27 male and 14 female, which is a slight increase on 2017 figures. There are five classes across the school; there are five classroom teachers, 9.6 education support staff, specialist art, science, health and sport teachers. We run four self managed buses for student transport to and from school, each staffed with a driver and chaperone.

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, 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 2018 in the confirmed Student Resource Package (SRP) was 0.6606, with an SFOE Index of 0.5951. In 2018 we had a Koorie student enrolment of 20% and students in Out-of-Home-Care at 20%. The School Council has a membership of 10 people, however, there has always been a number of vacancies. After the resignation of a parent member we filled all vacant School Council positions. A small Parents and Friends Association was active early in 2018, but due to lack of membership numbers they have gone into recess. There has been some student movement in 2018 with a reduction in enrolments through the year; two families moved out of the area reducing our numbers by three.

Framework for Improving Student Outcomes (FISO)

In 2018 our key focus was community engagement with the aim of building positive relationships with parents and carers to support student learning. All our teaching staff participated in professional development aimed at creating effective family partnerships. Student Support Group meetings were held over a week with each teacher accessing a professional practice day to conduct meetings. This resulted in an increased parent attendance and input. There was also a marked increase in parent participation in the parent satisfaction survey, and although the results were below state average they were promising. We were also part of the Functional Needs Assessment pilot resulting in 12 families engaging in the program, highlighting the strengthening relationships we are building. A second key improvement strategy was to build staff understandings and adoption of engagement practices, building resilience and creating an inclusive environment across the whole school community. Our participation in the functional needs pilot supported achievement of this goal, although the staff survey results have indicated we have more work to do in this area. Staff have all participated in the Disability standards online learning module, increasing their awareness of inclusion and discrimination.

Achievement

Students at Hamilton Parklands School participate in a supported curriculum and are assessed against the Victorian Curriculum. All students are working in a level appropriate to their capability and skills development. Student learning is distributed across Levels A to 3.5, with mathematics being a stronger subject across the cohorts. They are supported through the development of individual learning plans and support group meetings. Future direction in this area is the implementation of standard testing and establishment of baseline data for data wall displays and discussions. One of our senior students has achieved a certificate in kitchen assistance at Hamilton District Skills Centre and successfully participated in a work placement at a local business for 2018.

Engagement

Students at Hamilton Parklands School in 2018 averaged 30.5 days absent per year which is an increase from 2017. This trend is impacting student learning and as a result we have communicated with families through the school newsletter the importance of school attendance. With the introduction of SMS messages for student absences we have had better contact between families and school for absences allowing us to more accurately record absence data. This has indicated that illness and extended family holidays are the primary reasons for absence. We have further supported student engagement by enabling reduced timetable for short periods of time. Two classes participated in the Attitudes to School survey for the first time in 2018. This was a successful pilot in that we have established some baseline data and talked to the students about the results and how to further engage them at school. We have reviewed the attendance policy to ensure there are policies and procedures in place to support student attendance and to highlight to families the necessity of supporting their students to participate in school on a regular basis.

Wellbeing

It was identified late in 2017 that many of our students required some explicit education in protective behaviours and as a result in 2018 staff participated in some professional development to achieve this. The introduction of the Protective behaviours program in conjunction with respectful relationships has increased student capacity to speak up and develop an effective vocabulary. This is further supported through the school wide positive behaviour supports we currently have in place to engage students in learning and support self management of behaviours. We have had the services of a chaplain for 2018 who worked closely with some students to support their personal and social development.

Hamilton Parklands School complete mandatory reporting and first aid update regularly to ensure safety and wellbeing of our students is the primary focus. We have also moderated our Risk assessment tool to establish a common understanding of the process, leading to improved outcomes for students previously identified as being at risk.

Financial performance and position




Hamilton Parklands School finished 2018 with an operating deficit of \$254,985 however this was due to our self managed student transport buses where our staff costs come from our student resource package and reimbursement is by cash subsidy each month. There was significant levels of staff absences in 2018 resulting in \$99,946 in school level payroll wages. We received Equity funding of \$39,882 which was used to provide training and resources to support the annual implementation plan goals. In 2018 we had some new shade sails installed in the junior playground. Due to severe behaviour management issues we needed to employ an additional teacher which significantly increased our expense against the student resource package. We also received a grant for participating in the functional needs assessment which will be spent on resources to improve our inclusion practises.

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 41 students were enrolled at this school in 2018, 14 female and 27 male.

0 percent were EAL (English as an Additional Language) students and 22 percent 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.



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																																																																												
<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="523 360 1401 824"> <p>Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>8%</td></tr> <tr><td>B</td><td>17%</td></tr> <tr><td>C</td><td>17%</td></tr> <tr><td>D</td><td>24%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>7%</td></tr> <tr><td>1 - 1.5</td><td>19%</td></tr> <tr><td>2 - 2.5</td><td>2%</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="523 860 1401 1368"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>11%</td></tr> <tr><td>B</td><td>14%</td></tr> <tr><td>C</td><td>20%</td></tr> <tr><td>D</td><td>9%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>17%</td></tr> <tr><td>1 - 1.5</td><td>17%</td></tr> <tr><td>2 - 2.5</td><td>11%</td></tr> <tr><td>3 - 3.5</td><td>1%</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	8%	B	17%	C	17%	D	24%	0.5	0%	F - F.5	7%	1 - 1.5	19%	2 - 2.5	2%	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	11%	B	14%	C	20%	D	9%	0.5	0%	F - F.5	17%	1 - 1.5	17%	2 - 2.5	11%	3 - 3.5	1%	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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>25.9</td> <td>27.4</td> <td>24.6</td> <td>30.5</td> <td>27.1</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	25.9	27.4	24.6	30.5	27.1
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Average absence days	25.9	27.4	24.6	30.5	27.1								
<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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>100.0</td> <td>ND</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	ND	100.0	ND	100.0	100.0
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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, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$1,385,451
Government Provided DET Grants	\$392,818
Government Grants State	\$7,060
Revenue Other	\$24,834
Locally Raised Funds	\$31,651
Total Operating Revenue	\$1,841,814

Funds Available	Actual
High Yield Investment Account	\$969,143
Official Account	\$18,475
Total Funds Available	\$987,618

Equity ¹	
Equity (Social Disadvantage)	\$39,882
Equity Total	\$39,882

Expenditure	
Student Resource Package ²	\$1,647,557
Communication Costs	\$1,954
Consumables	\$33,367
Miscellaneous Expense ³	\$109,083
Professional Development	\$16,411
Property and Equipment Services	\$103,129
Salaries & Allowances ⁴	\$99,946
Trading & Fundraising	\$2,989
Travel & Subsistence	\$69,469
Utilities	\$12,895

Financial Commitments	
Operating Reserve	\$67,552
Other Recurrent Expenditure	\$9,365
Funds Received in Advance	\$60,840
School Based Programs	\$240,652
Funds for Committees/Shared Arrangements	\$1,708
Repayable to the Department	\$262,000
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$105,500
Total Financial Commitments	\$987,618

Total Operating Expenditure	\$2,096,799
Net Operating Surplus/-Deficit	(\$254,985)
Asset Acquisitions	\$0

- (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 15 March 2019 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.