

2019 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 2019 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 03 March 2020 at 03:05 PM by Sonya Holden (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 July 2020 at 01:04 PM by Nichole Sparrow (School Council President)

About Our School

School context

Hamilton Parklands School is a spacious dual mode school located on the edge of Hamilton township in south west Victoria, approximately four hours west of Melbourne. We cater to the education of students in our region aged between five and eighteen who have intellectual disabilities. Our vision is to provide these students with learning experiences to reach their full potential in all areas to become as engaged as possible in their local community. To ensure we are fulfilling our vision our intentions are to continually build staff capacity to provide a comprehensive and authentic approach to learning. Hamilton Parklands School provides an inclusive education designed to challenge and engage our students.

In 2019 Hamilton Parklands School the Student Family Occupation Index was 0.6934 with our SFOE index 0.5906. We had 19% Koorie population and 11% out of home care students. Our dedicated staff numbered four class room teachers and eight education support staff, three specialist teachers covering art, music and sport. Our school managed bus program has been going in four directions in 2019 with students from Casterton, Tabor, Cavendish, Macarthur and Branxholme as our furthest points.

Our school uses a team approach to student learning, working with families, therapists and various agencies. We also have an active and dedicated School Council with most positions filled. We currently have five parent members, two community members and our staff contingent. We have also successfully managed a finance committee.

Framework for Improving Student Outcomes (FISO)

In 2019 Hamilton Parklands School has worked diligently in the areas of Building Practice Excellence and Building Leadership Teams. Staff have participated in the professional learning community (PLC) training to build both practice excellence and leadership teams. The Sounds Write training has also proven to be very successful in developing staff capacity and student achievement data in phonemic awareness supports this. Two staff members participated successfully in the Literacy Leaders training and have worked closely with teaching staff to create a viable reading and viewing curriculum. Our literacy leader has supported the professional development of all staff by increasing capacity to deliver a phonemic awareness program with integrity.

Achievement

As a dual mode special school all the students at Hamilton Parklands School have individual learning plans and behaviour management plans as necessary. Student capability is distributed across levels A to 3.5 in the Victorian Curriculum and focussed heavily in literacy, numeracy and personal and social capabilities. Most students have demonstrated growth through the year, measured using the ABLES tests against the Victorian curriculum. Student assessment is to be an area of focus in 2020, to ensure there are a wider variety of assessments being used and analysed to more accurately determine student achievement. Senior students have engaged in a variety of work experience opportunities in their local communities with positive feedback on student achievement and engagement.

Engagement

Student absences at Hamilton Parklands School for 2019 averaged 30.1 days per student, with 24% of the student population having more than 30 days absent and raising the average. We have continued to use the SMS messages for notifying parents of unexplained absences and at the end of 2019 we distributed an absence list with the school reports to give families an accurate indication of the number of absences recorded for their child. We have also implemented the Attendance Award for all students who have less than 5 days absence in the school year. Engaging with families in regard to absences continues to be a priority. Unexplained absences and family holidays continue to be the primary reasons for absences.

After a successful trial of the Attitudes to School survey in 2018, the whole school participated in 2019 and provided us

with valuable data. Eighty percent of students feel safe and secure in the school environment. Effective teaching practice, learner characteristics and disposition and school safety are on a par with similar schools; social engagement and teacher student relations are below state and network averages. School wide positive behaviour framework continues to guide behaviour management and fortnightly house groups explicitly teach expectations and behaviours. Hamilton Parklands School offers swimming, horse riding, music, and art as specialist areas as well as particular activity days to engage students in events and celebrations such as Anti Bullying day and Book Week.

Wellbeing

Hamilton Parklands School persistently promotes an inclusive and positive climate, high expectations and building staff capacity to manage behaviour using a positive approach. The safety and wellbeing is a primary focus and as such all staff complete mandatory reporting and managing challenging behaviour training. Most staff hold a current first aid certificate and additional support training is provided as required; SchoolCare program trains staff in personal care of special needs students. The protective behaviours program continues to be taught in House Groups on a fortnightly basis to ensure all students are developing personal safety and resilience. While we are still part of the National Chaplaincy program, we did not have a school chaplain for 2019.

Financial performance and position

Hamilton Parklands School finished 2019 with an operating deficit of \$199,712 which is primarily due to the employment of staff to deliver our school transport program. The staff are paid from the credit component of the student resource package and reimbursed to the school through the cash component. Our equity funding of \$48,000 was used to support student outcomes through improving staff capacity to deliver a literacy and phonics program.

The School Council have able to complete a long term project; building a block of toilets on the stadium and this project has been partially paid in the 2019 calendar year, with the remaining balance to be paid in 2020. The total cost of the project was \$86,000. We have also renovated an old classroom to be used as a new calming sensory room.

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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 33 students were enrolled at this school in 2019, 9 female and 24 male.

0 percent of students had English as an additional language and 22 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	66.8	88.6	83.0	93.9

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	42.8	64.9	56.9	73.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	7.3		10.4
B	20.8		24.0
C	13.5		12.5
D	9.4		19.8
0.5	6.3		12.5
F	4.2		
F.5	22.9		2.1
1	5.2		5.2
1.5	7.3		9.4
2			2.1
2.5	3.1		2.1
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

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	2016	2017	2018	2019	4 year average
Average number of absence days	27.4	24.6	30.5	30.1	28.2

Students exiting to further studies or full-time employment

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

Student Exits	2016	2017	2018	2019	4 year average
Percent exiting to further studies or full-time employment	100.0	np	100.0	np	100.0

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,365,086
Government Provided DET Grants	\$369,954
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$55,777
Locally Raised Funds	\$17,795
Capital Grants	\$0
Total Operating Revenue	\$1,808,612

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,316
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,316

Expenditure	Actual
Student Resource Package ²	\$1,565,144
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$1,771
Consumables	\$35,878
Miscellaneous Expense ³	\$191,169
Professional Development	\$16,688
Property and Equipment Services	\$140,487
Salaries & Allowances ⁴	\$82,815
Trading & Fundraising	\$5,976
Travel & Subsistence	\$70,401
Utilities	\$15,186
Total Operating Expenditure	\$2,125,515
Net Operating Surplus/-Deficit	(\$316,903)
Asset Acquisitions	\$52,942

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$795,415
Official Account	\$12,952
Other Accounts	\$0
Total Funds Available	\$808,367

Financial Commitments	Actual
Operating Reserve	\$82,178
Other Recurrent Expenditure	\$5,180
Provision Accounts	\$0
Funds Received in Advance	\$70,846
School Based Programs	\$194,489
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,240
Repayable to the Department	\$202,961
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$119,000
Maintenance - Buildings/Grounds < 12 months	\$122,388
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$908,282

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 26 Feb 2020 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 two 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 'NP'?

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

'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').