

2021 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 2021 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 28 April 2022 at 02:45 PM by Sonya Holden (Principal)

- This 2021 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 10 May 2022 at 11:36 AM by Nichole Sparrow (School Council President)

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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'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

Hamilton Parklands School's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community with the skills and tools available to them to navigate a positive future. We endeavour to provide learning experiences that allow our students to reach their full potential in all learning areas through experiences that inspire and promote aspiration. At Hamilton Parklands School our aim is to promote a positive culture, which is safe, inclusive and a stimulating environment for all. Our school identifies the values of trust, respect, integrity and persistence to underpin the way we work, teach and communicate; in a collaborative and supportive way. These values guide our actions with the immediate school community and extended community, parents and local organisations and agencies. We hold high expectations for staff, students and community members to provide a quality and inclusive education for all our students.

Hamilton Parklands School continues to work hard to develop strong relationships with students, parents and other stakeholders involved in the education of each child. This in turn drives improved student outcomes and supports students to have a voice in their educational future. We work constantly to improve student academic achievement to ensure each child graduates with the necessary skills available to them to be active, responsible and engaged members of their communities. We support them to build the capacity to make informed decisions and choices around personal safety, health and wellbeing. Our primary focus is improvement in literacy, numeracy and engagement with an increasing focus on other curriculum areas; science, art and technology. The use of 21st century technology supports capacity building in communication.

Our workforce in 2021 consists of a full time principal, three full time teaching staff and a part time (0.4) classroom teacher for term four. We have a part time music teacher who provides music education to all students one day a week. We have 7 part time (0.8EFT) education support staff ranging from top of the range to ES1-1, a full time business manager and two part time bus staff. We have also been able to employ two part time teachers to fill positions within the Tutor Learning Initiative. None of our current workforce identifies as Aboriginal or Torres Strait Islanders. These staff cater for the learning needs of 26 students at the beginning of 2021 in three classes and whose intellectual disabilities are varied.

Hamilton Parklands School supports students from a wide transport catchment area extending approximately 180 kilometres from east to west. Our students come from a diverse range of backgrounds and our 2021 Student Family Occupation and Education index is 0.6119 with little variation historically. All our students are English speaking, with English as their only language.

Framework for Improving Student Outcomes (FISO)

Hamilton Parklands School key improvement strategies included implementing SeeSaw as a communication platform for sharing student work and achievement with families. This was a very successful and well received platform. Many students were able to share with their families some of the great work they were completing in class. This supported the development of a relationship with some of the hard to connect with families, resulting in more timely communication and information sharing.

We developed a data wall with our 2021 PAT Testing data and ABLES data and as a result were able to identify students who required additional supports utilising the Tutor Learning Initiative and targeted interventions. We were able to moderate the ABLES testing, which in turn showed an improvement in student achievement data, with 19 out of 26 students demonstrating either in level or across level growth in Reading and Viewing, and 20 out of 26 demonstrating growth from baseline data in mathematics. Our professional learning community focused on individual learning plans in term four, working closely with the link school and a PLC coach. We maintained our PLC schedule and targeted our learning to improving fluency outcomes through the development of long and short term goals in the DET ILP format. We were able to demonstrate growth in this area, as well as developing some common assessment tasks to assess fluency.

Most of our students participated in some remote learning during 2021, which was predominantly presented in paper format and some digital learning tasks. Most students were able to access the learning through this method, while a couple disengaged from learning.

Achievement

Hamilton Parklands School students are all participants in the Program for Students with Disabilities and therefore all have individual learning plans. The achievement of goals this year was partially impacted by remote learning as social goals were difficult to address. This was highlighted with the return to onsite learning and the difficulty of re-engaging with peers and staff. Many students had difficulty with the self paced learning during remote learning and consolidating classroom learning at home. Staff used some online platforms to engage students, but there was little uptake from students and families. Staff have successfully administered PAT tests for both reading and mathematics, highlighting the gaps as well as achievements of all students. Benchmarking reading data highlighted some small growth both within level and across reading levels.

Engagement

In 2021 47% of the student population had 20 or more days absent, represented by 15 students. This is a greater percentage than 2020 data of 39% also represented by 15 students, nine of which have continued high absence numbers in 2021. Eight students exceeded 30 days away from school and were either parent choice or school refusal and ranged from a total of 30 days to 65 days absent. Two students have identified as Aboriginal or Torres Strait Islanders. Student attendance is addressed through phone calls and SMS messaging services to parents by leadership, office staff and classroom teachers. Developing student voice and agency is priority for 2022, to empower students to provide feedback on the barriers to school attendance. Engaging with other local schools is also a priority to enable our students to develop relationships with people outside our school cohort, which is very challenging with the range and type of disabilities our students present with.

In 2021 19 students, or 70% participated in the Attitudes to School Survey, reflecting that 72% feel a sense of connectedness and 67% indicate they feel they have a voice. This is a reduction on the figures from 2020 and a focus for 2022, when we hope to remain onsite for learning.

Wellbeing

Student wellbeing continues to be important at Hamilton Parklands School. Building staff capacity to manage challenging behaviours remains a priority to ensure all students are accessing uninterrupted learning opportunities. The remote and flexible learning of 2021 has had a serious impact on student wellbeing, as many of our students are already isolated from community connections as well as having an impact on student re-engagement with school appropriate behaviours. Our chaplain resigned at the end of term one and we have been unsuccessful at finding a replacement or a mental health practitioner. These are still of primary focus to support all students and staff at Parklands. Health and wellbeing curriculum is delivered in classroom cohorts as we

Finance performance and position

Hamilton Parklands School finished 2021 with an SRP surplus of \$29,560 which represents some unallocated funds for the Mental Health Practitioner position that has not been filled. We received Koorie money, which was invested into supporting our Koorie students with additional classroom support in reading and numeracy. We received funding for a Mental Health Practitioner for 2021 and were unable to fill the position. The Tutor Learning Initiative was successfully implemented after a slow start filling the position. Most of the students at Hamilton Parklands School received focused support through this initiative and demonstrated some growth, especially after the challenging remote learning. In 2021 we received further funding for the Chaplains in Schools Program, but unfortunately were only able to retain our chaplain for term one and not able to refill the position.

For more detailed information regarding our school please visit our website at
<http://www.hamiltonparklands.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.

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 26 students were enrolled at this school in 2021, 8 female and 18 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).

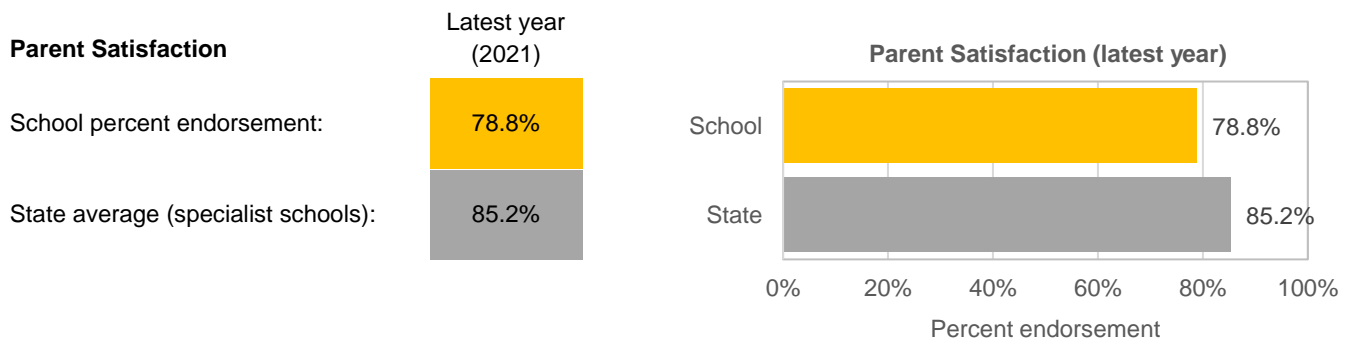
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

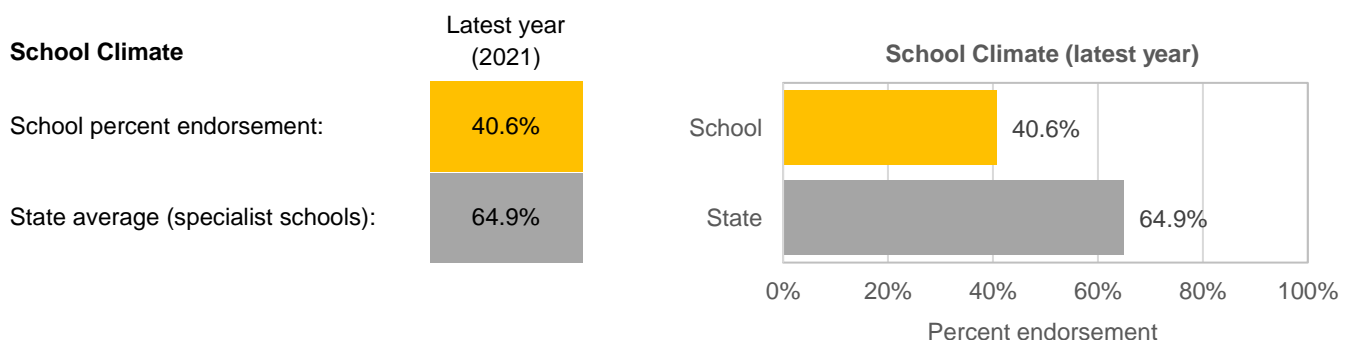


School Staff Survey

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.



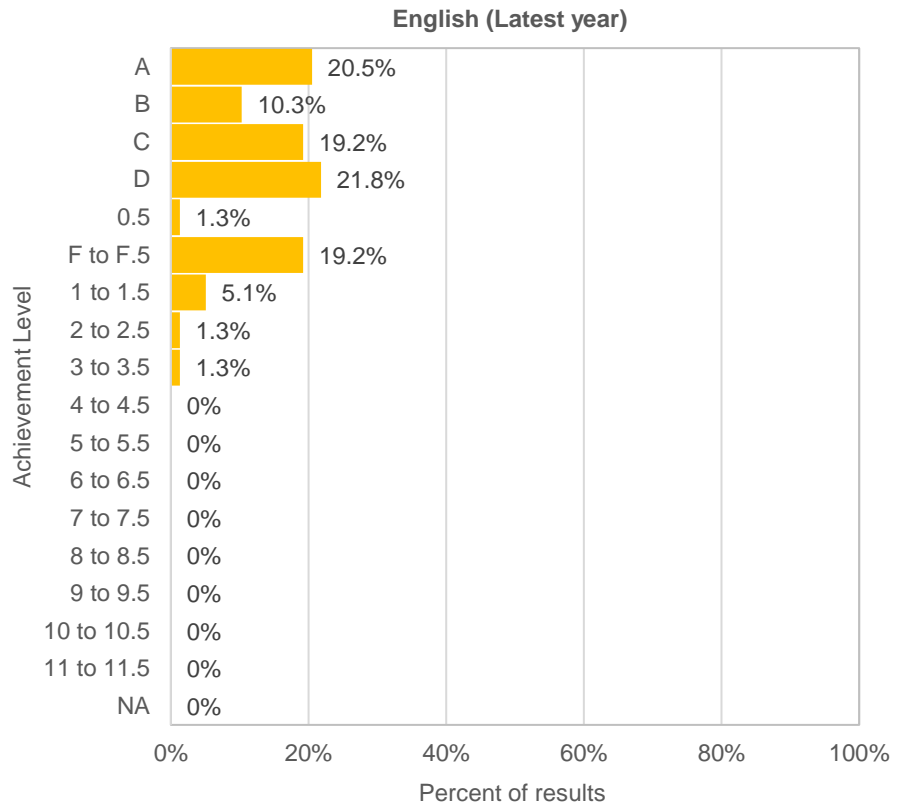
ACHIEVEMENT

Teacher Judgement of student achievement

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

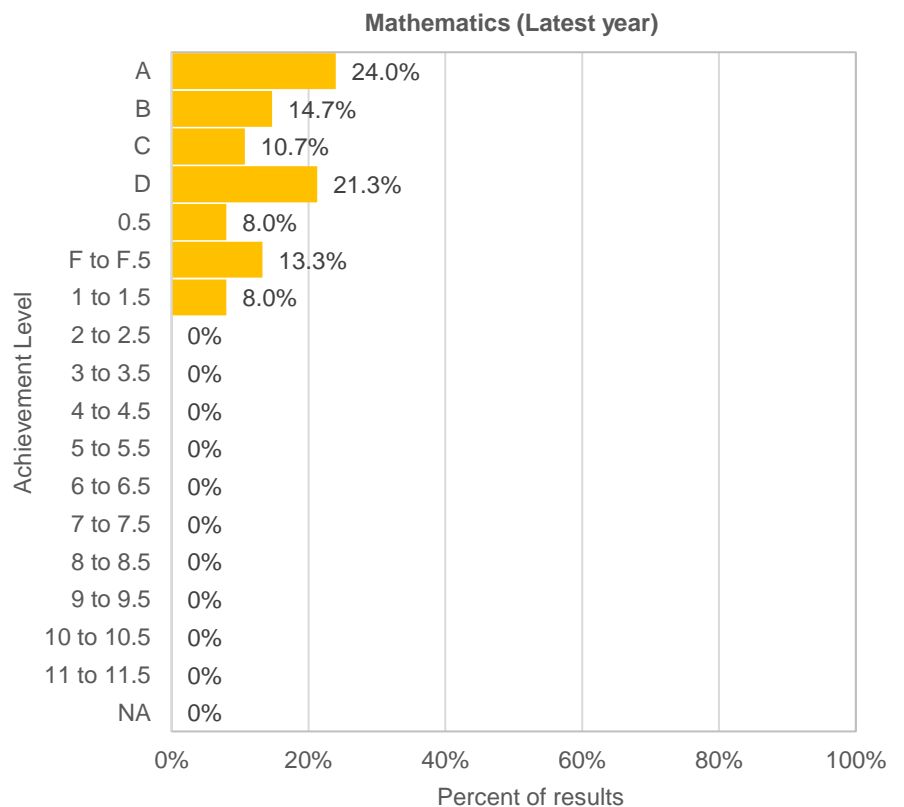
English

Achievement Level	Latest year (2021)
A	20.5%
B	10.3%
C	19.2%
D	21.8%
0.5	1.3%
F to F.5	19.2%
1 to 1.5	5.1%
2 to 2.5	1.3%
3 to 3.5	1.3%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	24.0%
B	14.7%
C	10.7%
D	21.3%
0.5	8.0%
F to F.5	13.3%
1 to 1.5	8.0%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



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. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	30.5	30.1	27.7	25.4	28.7

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	87.5%	100.0%	95.7%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,142,176
Government Provided DET Grants	\$172,817
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$12,304
Locally Raised Funds	\$10,370
Capital Grants	\$0
Total Operating Revenue	\$1,337,666

Equity ¹	Actual
Equity (Social Disadvantage)	\$57,901
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,901

Expenditure	Actual
Student Resource Package ²	\$1,112,616
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$2,518
Communication Costs	\$2,070
Consumables	\$13,661
Miscellaneous Expense ³	\$28,142
Professional Development	\$2,026
Equipment/Maintenance/Hire	\$12,683
Property Services	\$64,590
Salaries & Allowances ⁴	\$34,170
Support Services	\$7,425
Trading & Fundraising	\$3,762
Motor Vehicle Expenses	\$16,374
Travel & Subsistence	\$0
Utilities	\$11,353
Total Operating Expenditure	\$1,311,391
Net Operating Surplus/-Deficit	\$26,276
Asset Acquisitions	\$42,444

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$852,035
Official Account	\$12,601
Other Accounts	\$0
Total Funds Available	\$864,636

Financial Commitments	Actual
Operating Reserve	\$28,845
Other Recurrent Expenditure	\$342
Provision Accounts	\$0
Funds Received in Advance	\$92,777
School Based Programs	\$120,747
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$122
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$296,357
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$839,191

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.