

2022 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 of the previous calendar year 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 09 March 2023 at 04:09 PM by Sonya Holden (Principal)

- This 2022 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 21 March 2023 at 06:17 PM 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 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
- 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

Learning

- 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 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 is very fortunate to be undergoing a major capital works project with an anticipated stage one completion in September 2023 and stage two completion in February 2024. Our new educational facility will support our school to enact our vision and expectations for our school community both within the school and more broadly in the local communities of our students.

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 resources available to them to navigate an ever-changing society and achieve a positive future. We provide learning experiences that support 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 develop and promote a positive culture, which is safe, inclusive and a stimulating environment for all. Our school identifies the values of respect, responsible and safe 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 organizations and agencies. We hold high expectations for staff, students and community members to support the provision of quality and inclusive education for all our students.

Hamilton Parklands School continues to work hard to develop and maintain the strong relationships with students, parents and other stakeholders engaged in the holistic education of each child. This in turn drives improved student outcomes and attendance, supporting students to have a greater voice in their educational future and life goals. We constantly work together to improve student academic achievement, ensuring each graduate has practised the necessary skills required to be active, responsible and engaged members of their communities. We support them to build the capacity to make informed decisions and choices around wellbeing, personal safety and health. Our primary focus continues to be improvement in literacy, numeracy and wellbeing outcomes and engagement in other curriculum areas; history, technology, art and physical education and engagement. The use of 21st century technology supports capacity building in communication and information sharing.

Our 2022 workforce consists of a full-time principal, two full time teaching staff, and a part time (0.6FTE) Tutor learning initiative teacher. We have a part time (0.1 FTE) music teacher who provides music education to all the students one day a week. Our education staff cohort consists of two staff who work across five days (0.82EFT) and three staff who are working across four days (0.66EFT) and a full time business manager. As part of the Mental Health Fund initiative we have been fortunate to secure the services of a music therapist to support the development of student confidence and self-esteem. We have also been successful in securing a chaplain for two days a week under the National Chaplaincy program. None of our current workforce identifies as Aboriginal or Torres Strait Islanders. These staff cater for the learning and wellbeing needs of 22 students 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 diverse backgrounds and our 2022 Student Family Occupation and Education index is 0.5998 with a gradual decline over the last three years. All our students are English speaking with English as their only language.

Progress towards strategic goals, student outcomes and student engagement

Learning

Hamilton Parklands School students are all participants in the Program for Students with Disabilities and therefore all have individual learning plans with numeracy, literacy and personal and social capabilities goals. All students have enjoyed the return to school learning after the previous year's COVID disruptions. Learning has continued to be impacted by student absences although to a much lesser extent than 2021. Hamilton Parklands School Annual Implementation Plan targets in learning for 2022 were to demonstrate growth in numeracy against the 2021 baseline data and to improve positive endorsement in student respect, voice and agency. Both these targets were met.

In 2022 Progressive Assessment Tests (PAT) were used to measure student achievement specifically in the curriculum area of number and more generally in literacy to enable staff to deeply explore the information gathered. Inclusion of this data in the data wall developed in 2021 has highlighted the various gaps in student learning and supported teaching and learning to address them. As a result, we were able to identify students who required additional supports utilising the Tutor Learning Initiative and targeted

interventions. The data also shows that most students have made at least in level growth, with some across level growth in numeracy across the 2022 school year.

Wellbeing

Our Wellbeing goal in the 2022 Annual Implementation Plan was to increase positive endorsement of student voice and agency in the Attitudes to School survey. All students had personal and social capabilities goals in their individual learning plans to support development of resilience and peer relationships. Engagement with the Resilience Project and explicit teaching opportunities in the classroom has supported the improvement in student voice, although is yet to have a measurable impact on student resilience. The 2022 Student survey was the first year to measure student resilience and 67% of our student cohort reporting experiencing 'normal resilience'.

In August 2022 we were successful in gaining the services of a school chaplain who has worked closely with staff and students to develop relationships to support student wellbeing. In October we were also successful in filling the vacant mental health practitioner role to further increase the work being implemented to support student wellbeing. The introduction of the Mental Health Fund menu has enabled our school to seek the services of a qualified music therapist who has worked with all our students in various sized groups. One group wrote their own song for performance at the end of year celebrations. This was a fantastic opportunity for our students and will continue into 2023.

Engagement

In 2022 from a student population of 22 students, we had a total of 727 student absence days across the school year. Eleven students had thirty or more days absent, both explained and unexplained absences. Some full day absences are as the result of families accessing NDIS therapy services in regional centres. Three families had extended family holidays midterm, further impacting absence statistics. Two students were part time with dual enrolments at other local or district government schools. Only seven students reported COVID cases across the 2022 school year. There were four students enrolled in 2022 who identified as either Aboriginal or Torres Strait Islanders.

Student attendance is addressed through the newsletter, reminding families of the importance of school attendance. Follow up phone calls by leadership, teaching and administration staff and SMS messages using the CASES management system are used to connect with families who have unexplained absences or to offer supports to enable student attendance. Email has also been an effective tool to gather information from families regarding absences, as this allows responses to be formulated at a time that suits all concerned.

The 2022 Attitudes to School survey indicated 86% of students felt that school attendance was important. Some of the students expressed being tired as a barrier to attending school, as well as being required to stay home while displaying COVID symptoms. This is an area that will continue to be a school focus to support and engage students in meaningful education during the compulsory school years and beyond.

In 2022 all students participated in the Attitudes to School survey and the results were very positive. Seventy three percent of students indicated they have a voice at Hamilton Parklands in their education, demonstrating an increase from 67% in 2021. Student sense of connection to school decreased in positive endorsement in 2022, however there was also a decrease in negative endorsement as well, indicating that more students are starting to make the essential connections needed for school engagement.

Other highlights from the school year

Hamilton Parklands School students were all offered the opportunity to participate in a whole school camp at the Blackwood Special School Outdoor Camp in November. Sixteen students took up the offer and stayed two nights at the camp, enabling them to engage with an outdoor adventure experience. All staff were able to support this camp and enjoyed the chance to work with students in a structured, out of school environment. The students were able to participate in archery, hut building, bike riding, bush walks, high ropes and flying fox course. Students were supported in practising life skills and developing social skills in an alternative environment.

We were able to attend a number of excursions across the southwestern region, which included performances and various sporting events, locally and regionally. All our students were able to perform in the folk song section of the Hamilton Eisteddfod, where they achieved an honourable mention. Another highlight included a series of sessions with Netball Victoria, culminating in an interschool tournament with the local special schools. A number of students were able to extend the skills learned in these sessions with a series of practice games with a local government primary school and a non-government secondary school.

We were in the fortunate position to access a local martial arts instructor for weekly sessions for most of our students through the Active Schools initiative. The remaining students were able to access targeted gross motor skills development with the support of a local physiotherapist under the same initiative. This initiative will continue and be expanded in 2023.

In April 2022 our capital works project began with the relocation of some of the portable buildings onsite. Three buildings were removed, and one was relocated to allow the building works to begin. The staff and students have all enjoyed the opportunity to watch the new school buildings grow. The dedication of staff has ensured there were minimal disruptions to learning while we moved the whole school environment into a reduced space to facilitate this development.

Another project Hamilton Parklands students engaged in was a partnership with a local environmental group and a non-government secondary group of VCAL students to explore a local wetland. The goal was to explore the area and research the local flora and fauna for incorporation into a guide book. This was a very successful partnership and an experience all the participants enjoyed immensely.

Financial performance

Hamilton Parklands School finished 2022 with an SRP surplus of \$34,025 which represents some unallocated funds for the Mental Health Practitioner position which has now been filled. We received Koorie money, which was invested into supporting our Koorie students with additional classroom support in reading and numeracy. Our learning tutor program provided targeted support to most of the students at Hamilton Parklands School, with all showing a greater depth of knowledge and understanding. We continued to receive further funding for the Chaplains in Schools Program and were able to offer our new chaplain a 0.4 EFT position, supporting our students for two days a week.

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 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 19 students were enrolled at this school in 2022, 4 female and 15 male.

0 percent of students had English as an additional language and NDP 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).

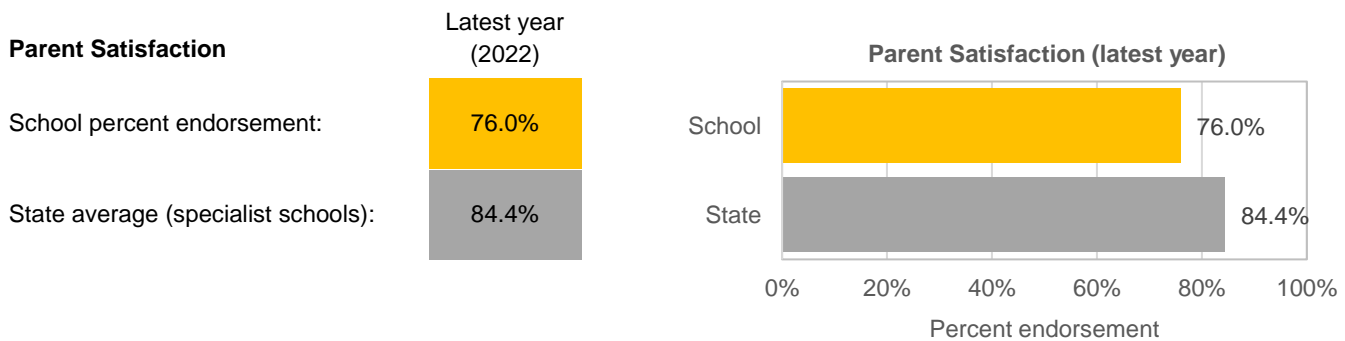
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

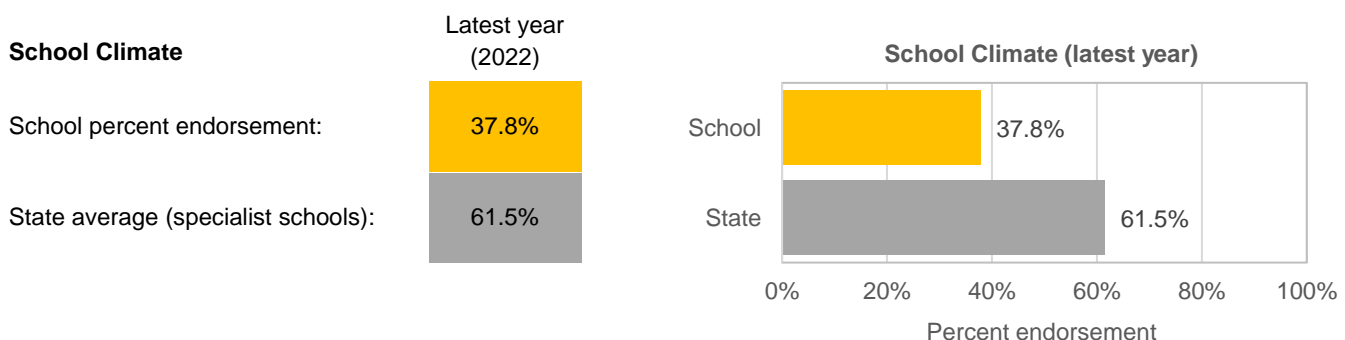


School Staff Survey

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.



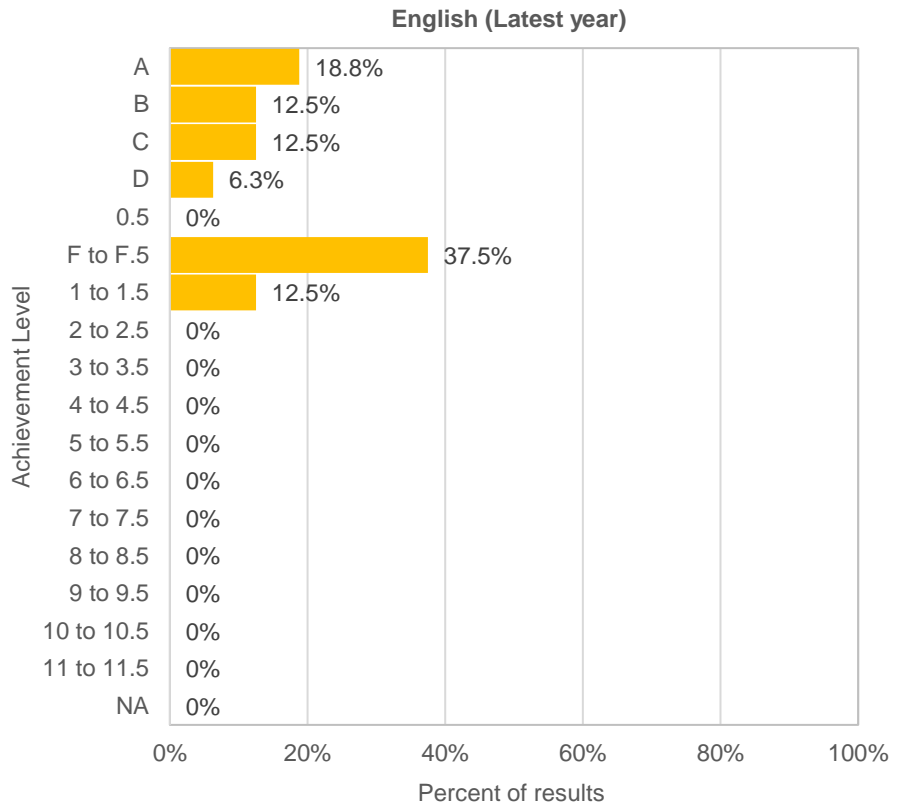
LEARNING

Teacher Judgement of student achievement

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

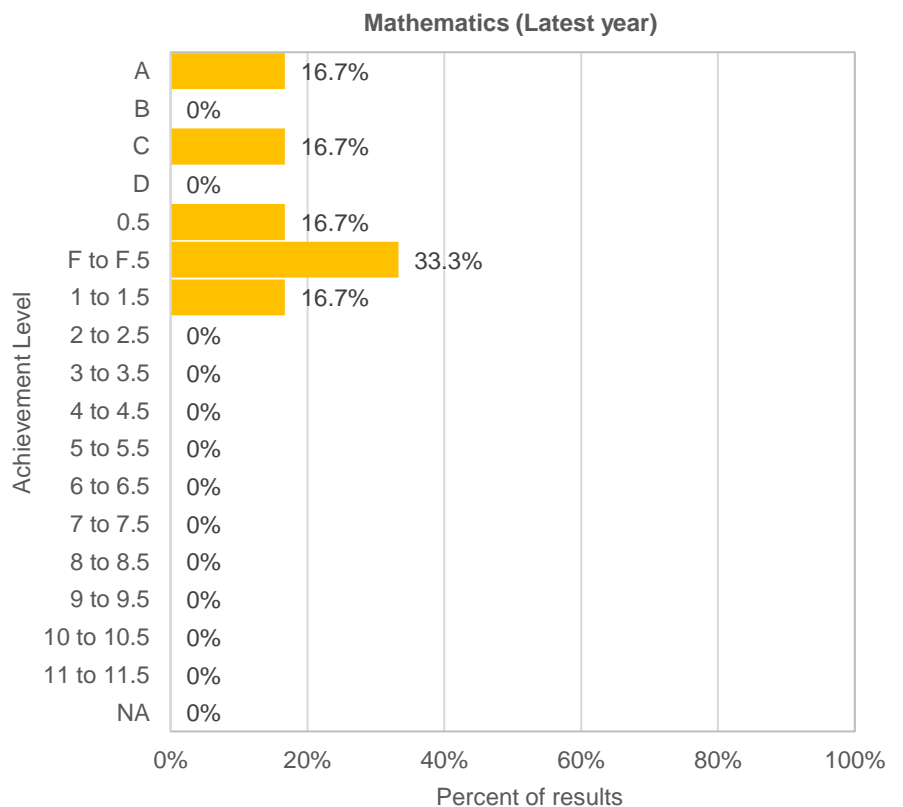
English

Achievement Level	Latest year (2022)
A	18.8%
B	12.5%
C	12.5%
D	6.3%
0.5	NDA
F to F.5	37.5%
1 to 1.5	12.5%
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



Mathematics

Achievement Level	Latest year (2022)
A	16.7%
B	NDA
C	16.7%
D	NDA
0.5	16.7%
F to F.5	33.3%
1 to 1.5	16.7%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	30.1	27.7	25.4	38.3	29.7

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:	NDP	87.5%	100.0%	100.0%	95.8%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$934,877
Government Provided DET Grants	\$254,288
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$43,415
Locally Raised Funds	\$11,155
Capital Grants	\$0
Total Operating Revenue	\$1,243,735

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,050
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,050

Expenditure	Actual
Student Resource Package ²	\$900,852
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,688
Communication Costs	\$4,117
Consumables	\$10,080
Miscellaneous Expense ³	\$12,572
Professional Development	\$6,753
Equipment/Maintenance/Hire	\$11,078
Property Services	\$50,915
Salaries & Allowances ⁴	\$31,479
Support Services	\$27,994
Trading & Fundraising	\$2,230
Motor Vehicle Expenses	\$5,535
Travel & Subsistence	\$0
Utilities	\$11,290
Total Operating Expenditure	\$1,085,582
Net Operating Surplus/-Deficit	\$158,152
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$977,524
Official Account	\$14,905
Other Accounts	\$0
Total Funds Available	\$992,429

Financial Commitments	Actual
Operating Reserve	\$26,591
Other Recurrent Expenditure	\$6,182
Provision Accounts	\$0
Funds Received in Advance	\$123,868
School Based Programs	\$148,334
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$233
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$235,857
Maintenance - Buildings/Grounds < 12 months	\$10,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$701,564

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.