

2022 Annual Report to the School Community

School Name: Hampden Specialist School (5276)



- 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 28 April 2023 at 01:03 PM by Kylie Carter (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 28 April 2023 at 03:01 PM by Kristie Simpson (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

Our school's vision is to prepare young people to become active, respected, engaged, and responsible contributing members of their local and global community. It aims to prepare students to thrive in a world that welcomes diversity, acceptance, challenge, and connection. The school aspires to provide a current approach to teaching and learning in a purposeful, realistic environment that engages in relevant informed research and data. The school values are Respect, Teamwork, and Persistence, however the school values achievement, excellence, curiosity, responsibility, perseverance, integrity, inclusiveness, respect for diversity, honesty, and equity. Sitting at the center of its work, the school believes in high expectations for all students and a commitment to acknowledging effort in learning and achievement. The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to an elected government, The rule of law, Equal rights for all before the law, Freedom of religion, Freedom of speech, and association, The values of openness and tolerance. All members of the community are expected to model these behaviours at all times. Hampden Specialist School provides Special Education for Primary and Secondary school-aged children with mild to severe intellectual disabilities or in combination with other disabilities. It is a dual campus featuring distinct learning stages with students in the Early Years stages of schooling (P-4) situated at the Tearng Campus and Middle Years and Later Years students at Cobden. The school administration is located at the Cobden Campus. The catchment encompasses Derrinallum and Mortlake in the north, Garvoc and Nullawarre to the west, Timboon and Port Campbell to the South and South Purrumbete to the east, and all areas in between. Neighbouring Specialist Schools are located at Warrnambool, Colac, and Hamilton. The school's most distinguishing feature is its Baseroom style of education delivery. In keeping with this style of operation, each campus is located alongside same-age mainstream schools. The P-4 campus with 19 students, is located next to Terang College P-4 Campus, the Middle Years (5-8) and Later Years (9-12) campus with a total of 47 students, is located on the Cobden Technical School grounds. The towns of Terang and Cobden, in which these campuses are situated, are 24 kilometers apart. The combined enrolment for 2022 is 65.8 students. We currently have the following FTE employees as the listed time fractions: 10 teachers-1, 1 teacher-.4, 1 teacher-.6, business manager-1, ES-.7, 4 ES-.65, 3-.45, 2-.29. Hampden Specialist School does not currently employ any Aboriginal or Torres Strait Islander staff. Hampden Specialist School does not have any overseas students enrolled. Hampden Specialist School is distinguished by its Baseroom approach to curriculum delivery. The school motto 'The Best of Both Worlds in Special Education' visibly underpins the advantages of this practice and the school values of respect, Teamwork, and Persistence serve as an enduring benchmark for all aspects of the teaching and learning that takes place at school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Hampden Specialist School met the goal for 100% of students identified for the Tutor Learning Program would achieve their goal/s. Additional support was provided to students in Literacy and Numeracy was identified as not having progressed as expected. Specific goal/s were identified by the student's teacher and tutor along with strategies to engage the student in the learning. We have attributed the success to the tutor, the teacher, the student, and the families working collaboratively to achieve the goals. Goals were set using data, teacher judgment, and parental and student input. The goal for our positive managing of bullying to rise from 72% in 2021 to 76% in 2022 against the Attitude to School Survey was met with results at 76%, our school has an ongoing focus on managing bullying effectively through clear expectations, a strong Respectful Relationships Program, Mental Health Practitioner and building strong community relationships. We feel all these factors strongly contribute to reducing and managing bullying effectively. The attitude to school survey continues to reflect strong outcomes for students sense of belonging, our results remain steady at 78% and we endeavour to build on relationships to make sure that all of our students feel like they belong in our school and community. An outstanding result we continue to be proud of as a school is our ongoing data from the Parent Survey results reflecting 100% General Satisfaction with the school over several years. Staff work collaboratively with student, families and other staff members to build relationships that are built on trust and respect, this reflects our school values of Respect, Teamwork and Persistence. School staff develop and implement programs that are engaging and challenging for students, programs such as 'Hands on Learning', 'Sounds Write', Quicksmart and our community connections program are all strong contributors to engaging students in their learning. Students have trust in staff that they will be seen, heard and acknowledged for their thoughts, efforts and opinions and will have voice around their learning and the programs. Both teachers and ESS staff were involved in peer observations with the use of the SWIVL robots to improve engagement in learning. The introduction of the Real Schools program to Hampden Specialist School and the Berry Street Model have guided our approach to student management and increasing learning

engagement. All staff at Hampden Specialist School continue to build a culture in which all school staff have the skills and knowledge to build positive relationships with students, families and the broader community.

Wellbeing

HSS continues to make improvements in student wellbeing and this is reflected in the Attitudes to School Survey for teacher student relationships for teacher concern, this area has always demonstrated high results over a lengthy period of time, with results over 90% from 2017 to 2022 with a significant dip in 2020 but results rising again in 2021 and again in 2022 to 81%. Student wellbeing continues to be a focus with Management of bullying at the forefront. Our goal in 2022 was to increase the management of bullying on the parent opinion survey and for parents to report that their child was not being bullied at school, 78% of parents demonstrated that their student was not being bullied at school and other similar schools reported 72%, we are pleased that we are above the state level but will continue to work towards 100% of students not being bullied at school. Programs such as Real Schools that are in their first year of implementation are contributing to improving results in this area along with a strong Respectful Relationships program and other professional development such as Dan Petro and the Berry Street Model. The addition of the Mental Health Practitioner, the chaplaincy program and other engagement programs aim to improve the management of bullying at Hampden Specialist School.

Engagement

Hampden Specialist School students are engaged and connected to our school, they look forward to the programs at our school that are designed to engage them and improve student outcomes. Our values of Respect, Resilience and Teamwork support students to build their academic and social capacity. The school's focus to build on a sense of connectedness was enhanced by strong teacher/student relationships, strong and engaging programs. 70% of students on the Attitude to School Survey agreed they had a strong sense of connectedness to the school and we attribute this to the strong teacher/ student relationships with 88% of students reflecting that the teachers set high expectations for them as learners. Attendance of 66% of students remains consistently strong with attendance plans in place to support learners with more than 20 absence days a year.

Financial performance

Hampden Specialist School maintained a sound financial position throughout 2022. The school Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support school programs and priorities. The 2022 School Budget Management report shows an end-of-year surplus of \$ 388,181. Funding was utilised from equity funding to update Numeracy resources and upskill staff in engaging students in mathematics through the Top 10 Maths Program. Equity funding was also used for staff to undertake the first 2 days of the Berry Street Model, Bryan Jefferies trauma training, and some professional learning for ESS in an online trauma course. School camps were re-introduced for all sections of the school with the Later Years' students participating in 2 camps due to the funding provided by Positive Start. The school will continue to have a focus on engagement by providing facilities, programs and opportunities that enhance and improve student outcomes.

For more detailed information regarding our school please visit our website at
hampden.ss@education.vic.gov.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 64 students were enrolled at this school in 2022, 18 female and 46 male.

0 percent of students had English as an additional language and 18 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).

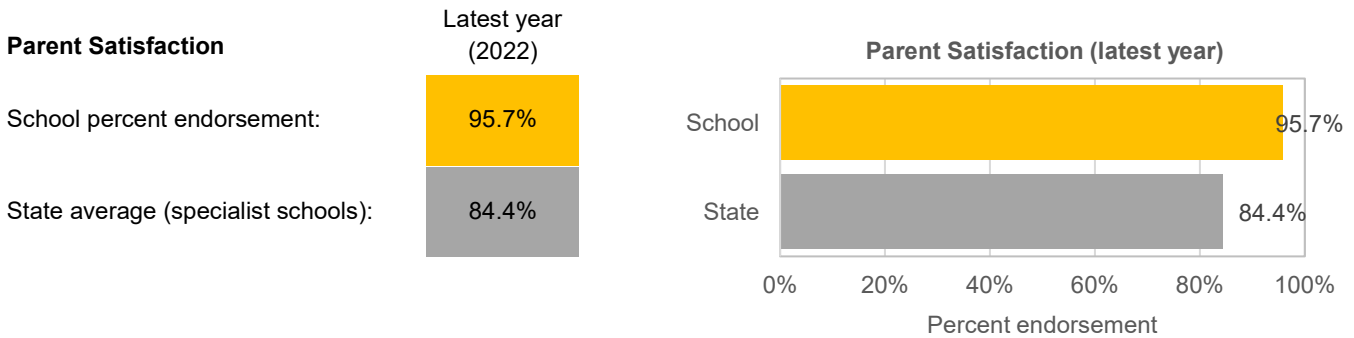
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

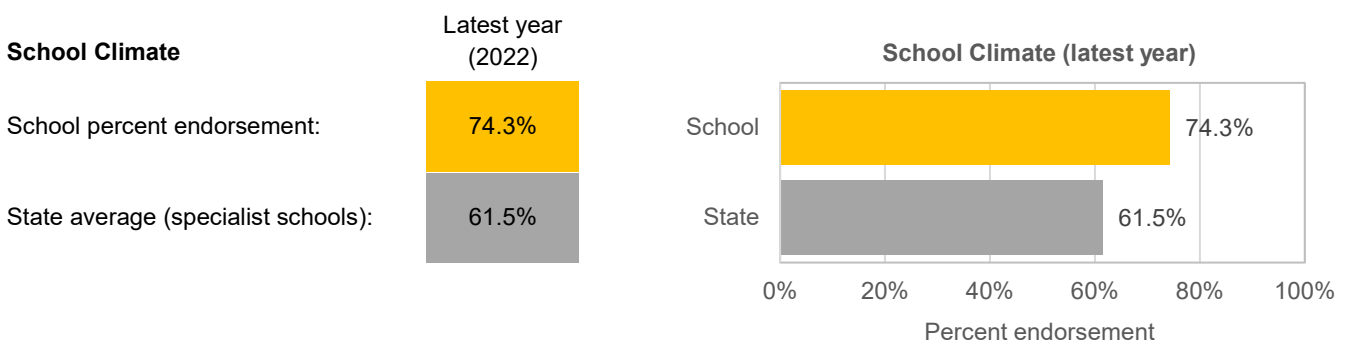


School Staff Survey

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.



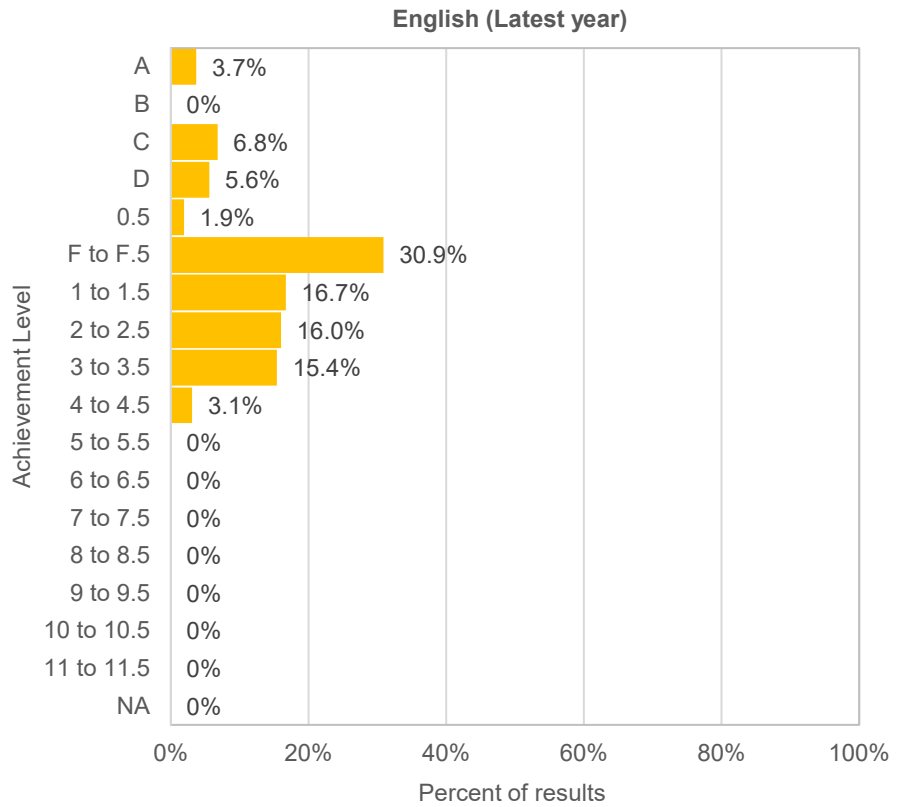
LEARNING

Teacher Judgement of student achievement

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

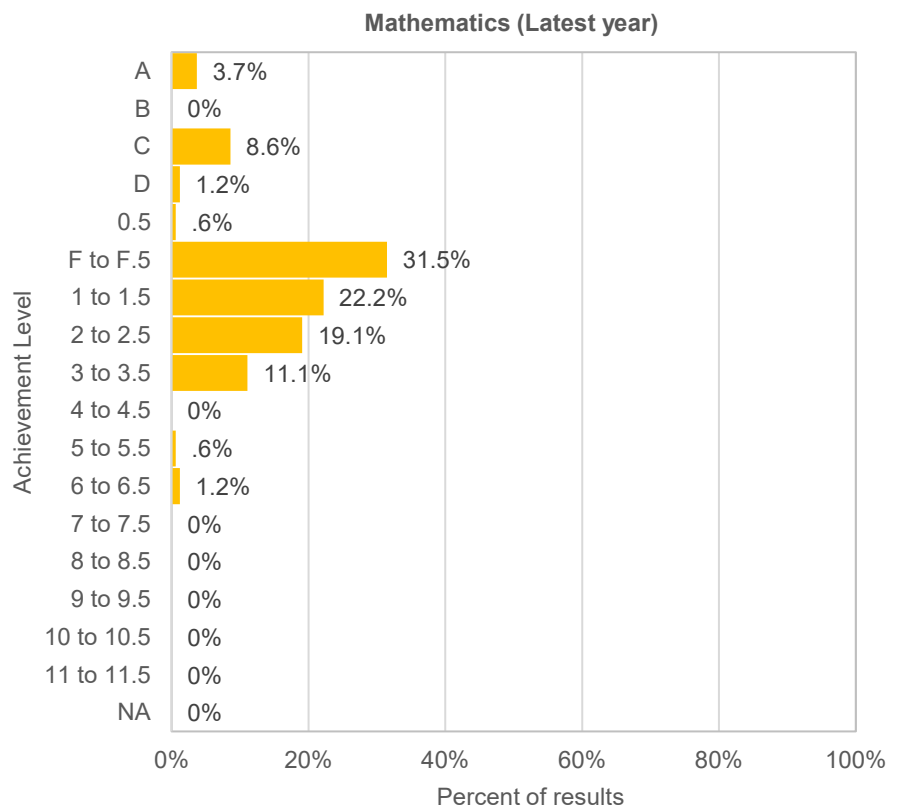
English

Achievement Level	Latest year (2022)
A	3.7%
B	NDA
C	6.8%
D	5.6%
0.5	1.9%
F to F.5	30.9%
1 to 1.5	16.7%
2 to 2.5	16.0%
3 to 3.5	15.4%
4 to 4.5	3.1%
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	3.7%
B	NDA
C	8.6%
D	1.2%
0.5	0.6%
F to F.5	31.5%
1 to 1.5	22.2%
2 to 2.5	19.1%
3 to 3.5	11.1%
4 to 4.5	NDA
5 to 5.5	0.6%
6 to 6.5	1.2%
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:	17.9	22.4	21.2	26.3	22.2

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	66.7%	66.7%	72.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,446,028
Government Provided DET Grants	\$428,292
Government Grants Commonwealth	\$8,100
Government Grants State	\$0
Revenue Other	\$9,376
Locally Raised Funds	\$13,710
Capital Grants	\$0
Total Operating Revenue	\$2,905,506

Equity ¹	Actual
Equity (Social Disadvantage)	\$112,354
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$112,354

Expenditure	Actual
Student Resource Package ²	\$2,057,848
Adjustments	\$0
Books & Publications	\$246
Camps/Excursions/Activities	\$22,558
Communication Costs	\$4,219
Consumables	\$64,627
Miscellaneous Expense ³	\$8,916
Professional Development	\$38,750
Equipment/Maintenance/Hire	\$52,047
Property Services	\$79,382
Salaries & Allowances ⁴	\$17,292
Support Services	\$61,583
Trading & Fundraising	\$1,523
Motor Vehicle Expenses	\$8,935
Travel & Subsistence	\$627
Utilities	\$19,542
Total Operating Expenditure	\$2,438,096
Net Operating Surplus/-Deficit	\$467,410
Asset Acquisitions	\$13,680

- (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	\$378,837
Official Account	\$64,568
Other Accounts	\$0
Total Funds Available	\$443,405

Financial Commitments	Actual
Operating Reserve	\$57,282
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$120,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$65,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$195,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$5,000
Total Financial Commitments	\$442,282

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.