

2013 Annual Report to the School Community

Hamilton Special Developmental School

School Number: 5283



Name of School Principal:

Cameron Peverett

Name of School Council President:

Carolyn Stanhope

Date of Endorsement:

19th March 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Hamilton Special Developmental School is located in the South Western Region of Victoria on the outskirts of the rural city of Hamilton. The school is the only special education setting in Hamilton and caters for students aged from 5 to 18 years. All students have a wide range of additional learning needs. A significant number of our students have the diagnosis of Autism Spectrum Disorder and our school uses a holistic approach to behaviour management and group structure. This year saw us finish with an enrolment of 36 students, our largest cohort to date.

Our 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. Our school runs special programs such as Art, Music, Ridability, MARC Library, Sailing, Transition Education and we manage our own Active After-Schools Communities program. The curriculum is determined by each student's individual needs and we use our own dedicated curriculum document based on the AusVELS as a reference for Individual Learning Plans. We have spaces dedicated for our art and music programs with additional areas for professional meetings. This year students aged 16 and over also participated in a Certificate I program in Transition Education provided by Southern Grampians Adult Education.

The school has 5 classroom teachers (EFT 5.0), 1 Principal (EFT 1.0), 1 specialist teacher (0.2 Music, 0.2 Art), 7 Classroom Education Support Staff (EFT 5.44) 8 Bus Education Support Staff (5.53) and a Business Manager (EFT 1.0).

Achievement	Engagement	Wellbeing
<p>This year saw the development and trial of our new English Curriculum digital document based on AusVELS and ABLES (Towards Level 1 of VELs). This is seen to be a valuable document that will aid in the individualized planning and assessment for all students.</p> <p>All students have an Individual Learning Plan and have had great success in achieving all of their goals at a satisfactory level (2) or above. We increased our engagement with Student Support Services, in particular speech pathologists and psychologists, to assist in the learning and development of individual students.</p> <p>All of our students aged 16 and above engaged in and completed a Certificate I in Transition Education conducted by Southern Grampians Adult Education. We increased the number of work experience students in this age bracket which included all of them completing elements of 'A Job Well Done' and 6 students engaging in work experience and work placement activities.</p> <p>We increased our resources targeted at Literacy through National Partnerships Low SES funding to include the purchase of a new reading intervention and benchmarking system, Fountas and Pinnell, and other literacy resources.</p>	<p>The school continued to offer individualized programs with high interest activities, particularly in the area of life skills. All students were engaged in classroom cooking programs, community access and physical education and sport activities. All students were also engaged in Art, Music, MARC Library and swimming. The junior classes were also involved in horse-riding, while the senior students were involved in sailing and Advance, Bridge, Compass and Duke of Edinburgh programs. Party with the Ponies continues to be a popular event that students are also involved in.</p> <p>All students were involved in a number of whole-school activities including a school concert, art show, swimming carnival, inter-school netball, book week dress-up day, footy day, the Life Education van, and many more. The school has also been working towards becoming ResourceSmart, which has included a variety of activities around sustainability. Students have been involved in recycling, kitchen garden, and energy and water watch activities. All classes are also involved in school camps and/or extended days to support authentic learning.</p> <p>All students requiring additional support with their engagement and attendance in schooling also have a Behaviour Management Plan and some students began a dual enrolment with mainstream schools to access programs with more peers that we have not offered this year.</p>	<p>This year saw extensive planning to develop new playground areas for both the junior and senior areas of the school. This has included a variety of different gross motor, strength and balance equipment that is targeted to support physiotherapy and physical education programs. All students have goals in health and physical education, with a continued focus on healthy eating practices and hygiene.</p> <p>Individual Learning Plans now include a stronger focus on life skills and parental engagement and focus on individual specific needs for future life beyond schooling. A variety of targeted programs aimed a specific learning were also accessed including the Life Ed. van, and the CFA van. We also continued to fund outsourced therapy for a number students in the way of weekly physiotherapy, speech therapy and occupational therapy.</p> <p>Each year, all school staff are involved in Mandatory Reporting, First Aid (Level 2), and CPR training to support student medical and wellbeing needs. All staff are required to be familiar with school policy, particularly with Medication, Sun Smart, and other health priorities. Appropriate staff are also trained in specific medical needs, especially in diabetes, epilepsy, PEG feeding. We also have an active OHS Leadership Group that ensures that Safe Work Procedures and staff and contractor inductions are in place to ensure their own and student safety is paramount at all times.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 36 students were enrolled at this school in 2013, 12 female and 24 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

How to read the Performance Summary 2013

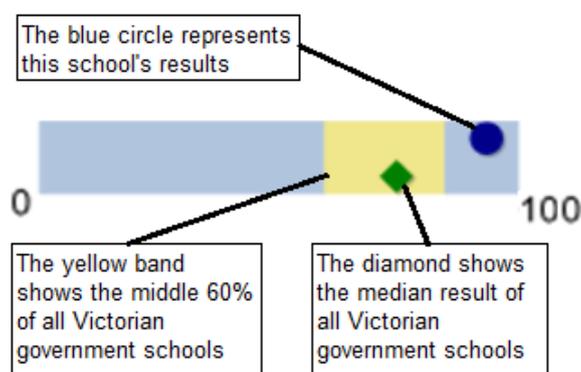
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

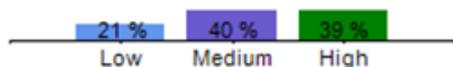
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$514,342
Government Grants Commonwealth	\$11,885
Government Grants State	\$4,200
Revenue Other	\$50,805
Locally Raised Funds	\$18,829
Total Operating Revenue	\$600,062

Funds Available	Actual
High Yield Investment Account	\$310,941
Official Account	\$6,093
Other Accounts	\$200,000
Total Funds Available	\$517,034

Expenditure	
Books & Publications	\$9,330
Communication Costs	\$2,093
Consumables	\$21,688
Miscellaneous Expense	\$46,658
Professional Development	\$6,252
Property Maintenance	\$77,573
Salaries & Allowances	\$123,693
Trading & Fundraising	\$15,593
Travel & Subsistence	\$57,251
Utilities	\$13,355
Total Operating Expenditure	\$373,484

Financial Commitments	
Operating Reserve	\$56,949
Asset/Equipment Replacement < 12 months	\$45,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$305,085
School Based Programs	\$40,000
Other recurrent expenditure	\$30,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$40,000
Total Financial Commitments	\$517,034

Net Operating Surplus/-Deficit **\$226,577**

Asset Acquisitions **\$89**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

We ended 2013 with a healthy net operating value; this is due to a significant carried forward amount from 2012 into 2013. 2013 was our first year of self-managing a school bus service which significantly increase our Government Provided DE&T Grants to pay for wages and maintenance. \$200,000 was invested and re-invested numerous times throughout the year into a Term Deposit account, this money was subsequently expended early 2014 to pay for the new playgrounds. Our increase in student population saw an increase in total revenue, while we have been fortunate enough to maintain a similar number of classroom staff. A senior staff member also took a sabbatical year and was replaced with a teacher on a lower pay level throughout this year. We successfully obtained an Energy Efficiency Grant of \$10,000 and also received \$2,000 to support the implementation of eSmart (cyber-safety) in the school.



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Low SES School Communities	\$16,752
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.
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Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Improved monitoring of student performance information

National Partnership for Empowering Local Schools

Not Applicable