

2015 Annual Report to the School Community

Hamilton Special Developmental School

School Number: 5283



Name of School Principal:

Cameron Peverett

Name of School Council President:

Karen Roache

Date of Endorsement:

15-04-2016

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

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 approximately 40 students.

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, Science, Ridability, MARC Library, Community Sports, and Transition Education. 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. A number of students aged 16 and over also participated in work experience in the community and supported workplaces for people with a disability.

The school had 6 classroom teachers (EFT 6.0), 1 Principal (EFT 1.0), 1 specialist teacher (0.2 The Arts, 0.2 Science), 8 Classroom Education Support Staff (EFT 6.24), 8 Bus Education Support Staff (5.53) and a Business Manager (EFT 1.0).

Achievement

This year saw the full implementation of Fountas and Pinnell literacy intervention groups across the school. All classes, except the senior class, were engaged in this literacy program that was modified to engage all students in a targeted, strategic and consistent manner. This year also saw the introduction of a Science specialist to ensure that key scientific learning experiences were had by all students.

All students are currently on individual learning plans, which aids in determining appropriate learning goals and scaffolding of student learning. Through extensive work on structuring SMART goals within these plans, all students were able to achieve a vast majority of their learning goals.

All students aged 16 years and above were involved in some form of Transition Education, in preparation for entering the workforce, entering further study, and/or entering supported adult centres. At the beginning of 2016, all students engaged in these activities are currently continuing with these programs.

Engagement

As a result of offering a door-to-door bus service, student attendance is high, outside principal-approved medical absences. When unexplained absences become excessive they are followed up with the parents directly, who are then reminded of the importance of attendance and communication with the school. Formal letters have been issued to families where these absences continue.

Our school continues to develop the School-Wide Positive Behaviour Support framework. Structured lessons around school values and anti-bullying expectations occur frequently throughout the school. Incidents of bullying and student misbehavior is decreasing significantly and students are telling us that they are feeling calmer and safer at school when surveyed.

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, Science, MARC Library and swimming. The junior classes were also involved in horse-riding, while the senior students were involved in Community Sports and the Advance, Bridge, Compass and Duke of Edinburgh programs. Party with the Ponies continues to be a popular event that students are also involved in.

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. All classes are also involved in school camps and/or extended days to support authentic learning.

Wellbeing

Each year, all school staff are involved in Mandatory Reporting, First Aid (Level 2), and CPR training to support student medical and wellbeing needs. This year all staff were also trained in the administration of Medazolam for students with epilepsy. 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, and PEG feeding. We also have an active OHS Leadership Group to ensure that Safe Work Procedures and staff and contractor inductions are in place. They ensure that their own and student safety is paramount at all times.

A School Chaplain was employed through the National Schools Chaplaincy Program and has been an invaluable resource around the

school in supporting students, staff and parents. The school chaplain provided services including one-on-one support, small group sessions, crisis support, and many more programs aimed at supporting the mental health of our school community.

Productivity

With the expectations through Professional Learning Teams, teachers were both engaged in, and supported, to utilise school resources to improve the safety and outcomes of all students. Meeting timetables were adjusted to reflect this through the introduction of fortnightly PLT meetings alternating with Curriculum meetings. These were conducted to identify and support the provision of appropriate programs and lesson ideas. Staff were provided with professional learning opportunities throughout the year in the area of their PLT.

Student needs were recognised in order to improve the safety and appropriate spaces for all students. Through engaging with the Relocatable Buildings Program and the Accessible Buildings Program, we were able to secure a new office and staffroom building, which allowed us to offer an increase in our learning and therapy spaces.

The school continues to self-manage 4 buses and their routes to ensure that all students are collected and returned to their homes safely and efficiently.

For more detailed information regarding our school please visit our website at
<http://www.hamiltonsds.vic.edu.au>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 37 students were enrolled at this school in 2015, 13 female and 25 male. There were 0% of EAL (English as an Additional Language) students and 16% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



School Staff Survey

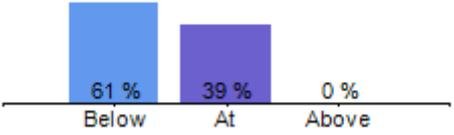
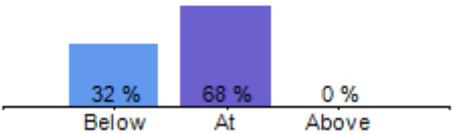
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Result for this school: ●

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 12 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p>  <p>Mathematics</p>  | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

How to read the Performance Summary

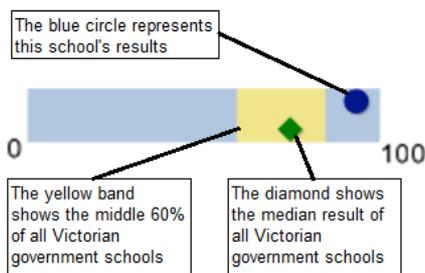
What are student outcomes?

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.

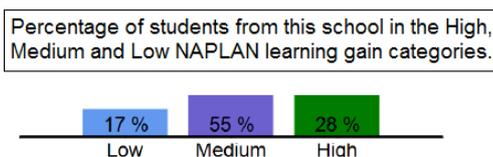
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

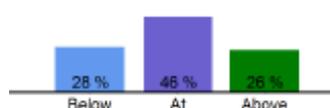


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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.

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 31 December, 2015

Financial Position as at 31 December, 2015

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,315,532 |
| Government Provided DET Grants | \$638,797 |
| Government Grants Commonwealth | \$7,050 |
| Revenue Other | \$74,089 |
| Locally Raised Funds | \$21,093 |
| Total Operating Revenue | \$2,056,561 |

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$816,740 |
| Official Account | \$2,755 |
| Total Funds Available | \$819,495 |

| Expenditure | |
|---------------------------------|-------------|
| Student Resource Package | \$1,343,642 |
| Books & Publications | \$2,126 |
| Communication Costs | \$6,716 |
| Consumables | \$30,993 |
| Miscellaneous Expense | \$77,044 |
| Professional Development | \$15,023 |
| Property and Equipment Services | \$259,097 |
| Salaries & Allowances | \$44,078 |
| Trading & Fundraising | \$6,560 |
| Travel & Subsistence | \$83,234 |
| Utilities | \$10,075 |

| Financial Commitments | |
|--|------------------|
| Operating Reserve | \$59,055 |
| Asset/Equipment Replacement < 12 months | \$110,000 |
| Capital - Buildings/Grounds incl SMS<12 months | \$100,000 |
| Maintenance - Buildings/Grounds incl SMS<12 months | \$114,000 |
| School Based Programs | \$274,782 |
| School/Network/Cluster Coordination | \$71,657 |
| Maintenance -Buildings/Grounds incl SMS>12 months | \$90,001 |
| Total Financial Commitments | \$819,495 |

Total Operating Expenditure **\$1,878,589**

Net Operating Surplus/-Deficit **\$177,972**

Asset Acquisitions **\$10,417**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

We ended 2015 with a healthy net-operating value; this is due to a significant amount carried forward from 2014 into 2015. 2015 was our third year of self-managing a school bus service. We were fortunate to retain similar student numbers, however increased our classroom staffing to include a sixth class. We received special grants throughout the year including National Partnerships (Low SES) funding and the National Schools Chaplaincy Program, both of which were targeted towards student welfare and increasing literacy levels. The school council topped up the salary of the school chaplain to gain two full days of this service. A new office/staffroom was established with little cost to the school through the Relocatable Buildings Program. A school kitchen was developed using previously committed funds from 2014.