

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2024 at 01:19 PM by Kylie Carter (Principal)

- This 2023 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 22 April 2024 at 02:00 PM by Kristie Simpson (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### NDP and NDA

'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').

## Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## 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, 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 at 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, and 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 Terang Campus and Middle Years (5-8) and Later Years (9-12) students at Cobden. The school administration is located at the Cobden Campus with the business manager spending 1 day a week at the Terang 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 2023 is 65.8 students. We currently have the following FTE employees as the listed time fractions: 10 teachers-1, 1 teacher-.4, 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Hampden Specialist School met the goal for 90% of students to meet their goals in literacy and numeracy, teachers worked collaboratively to review IEP templates and undertook the 'Writing IEP's' training provided online through the Department of Education. Staff also took part in the moderation of student work samples to align teacher understanding of Teacher Judgement and setting smart goals that were at the student's point of need. IEP goals are set using assessment data, teacher judgment, and parental and student input. The goal to improve our attendance data exceeded all expectations, a teacher working group commitment to the Attendance Community of Practice led this improvement, policy was improved with more succinct actions for teachers and families to follow. Students also started to take greater ownership of the importance of them attending school, teachers followed up more closely with families to gain an understanding of the challenges some families face with attending school and strategies put in place to overcome this obstacle. Our data reflected that only 31% of students had 20 or more days of absence in 2023 in comparison to similar schools that had 60% of students with 20 or more days of absence. Our Attitude to School Survey data also reflects that 90% of students believe attending school is important. We celebrate our high attendance and will continue to focus on this in 2024. The Parent Opinion Survey has strong results in many categories, a standout is 'Student Connectedness' with 90% of parents reporting that their students have a strong connection to the school. Parent Survey results reflect a 85% General Satisfaction with the school, staff work collaboratively with students, 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, recently added VPC for our year 11 and 12 students 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 in 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 Real Schools program continues to support

Hampden Specialist School, this along with professional learning from Dan Petro (behaviour specialist) 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 remaining steady at 84%. Student wellbeing continues to be a focus with students feeling connected to the school community being a goal. Our goal in 2023 was to increase 'student connectedness' on the Attitude to School Survey from 70% in 2022 to 75% in 2023, our survey results fell just shy of this with a score of 73% for students feeling connected to school. HSS will continue to focus on this in 2024. The parent opinion survey recorded that 90% of parents felt their students were strongly connected to the school. Programs such as Real Schools, Berry Street and Dan Petro have been strong influencers in supporting students and developing whole school approaches to wellbeing and learning. A strong Respectful Relationships program across the school with each student having a goal in their IEP for this program is a strategy for supporting student wellbeing. The Mental Health Practitioner, TLI, Art Therapy and the Hands on Learning Program are some of the resources engaged to further support students and families.

### Engagement

Hampden Specialist School is proud of the progress we have made for student's attending school regularly. A working group of teachers attended the Network Attendance Community of Practice, this engagement led to the review and critique of our attendance policy to reflect current practice. Students are exposed to their attendance data and strive to keep their attendance above 80% as a minimum standard. Teachers regularly review the recording of attendance and using the appropriate codes, parents are contacted through XUNO if their student is away without a reason and attendance awards have been implemented on a weekly, termly and yearly basis. The collegiate approach between families and school has been a strong contributor to reducing the number of students who are absent 20 or more days for the year. 2023 results demonstrated that 31% of students had 20 or more days of absences which is one of the lowest in the state, we will continue to have attendance as a focus in 2024 with attention to individual students that may need more support attending school. Students with attendance lower than 80% have attendance plans to support them to come to school more regularly. The Attitude to School Survey for Learner Characteristics and Disposition which includes attitudes to attendance, motivation and interest, perseverance, self-regulation and goal setting and sense of confidence reflected a 90% positive result. HSS believe this reflects that students are motivated to learn and believe our school is the best place to meet their learning and wellbeing needs.

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### Financial performance

Hampden Specialist School maintained a sound financial position throughout 2023. The School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support school programs and priorities. The 2023 School Budget Management report shows an end-of-year surplus of \$ 651,846.00 Funding was utilised from equity funding to update literacy resources with an emphasis on Aboriginal Literacy resources, Real Schools was funded to support student wellbeing and an extra day of support provided by our Mental Health Practitioner. School camps once again proved popular with students as do extra-curricular programs that target engagement and student learning. A staff member and her dog participated in the Paws for Dogs program that trains dogs to be therapy dogs, the teacher and her dog work across both campuses. 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  
<https://www.hampdenss.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 73 students were enrolled at this school in 2023, 23 female and 50 male.

0 percent of students had English as an additional language and 13 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).

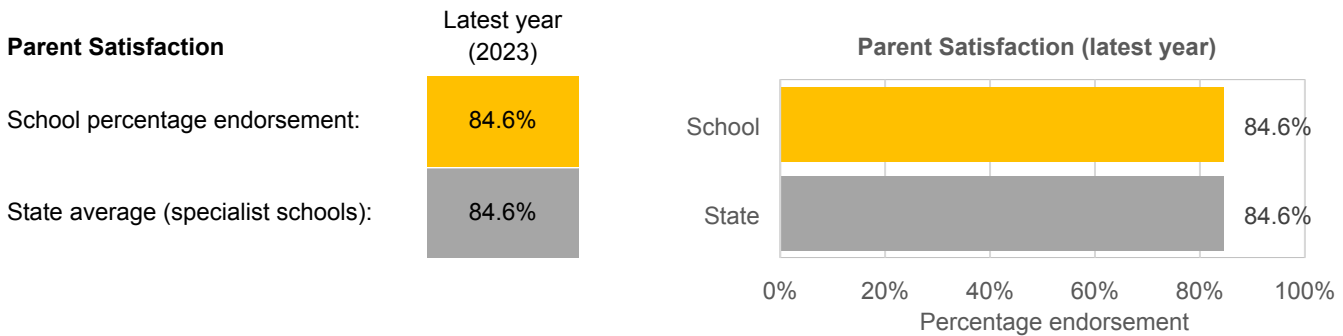
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

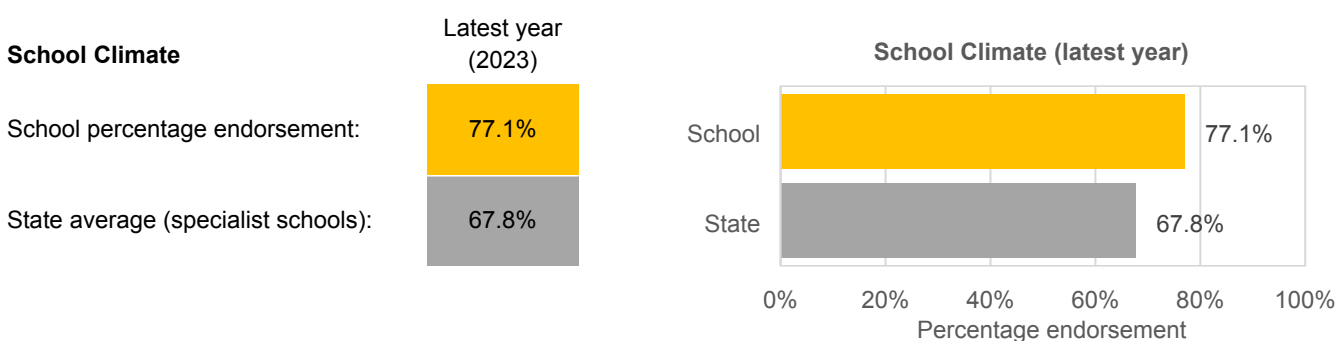


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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**

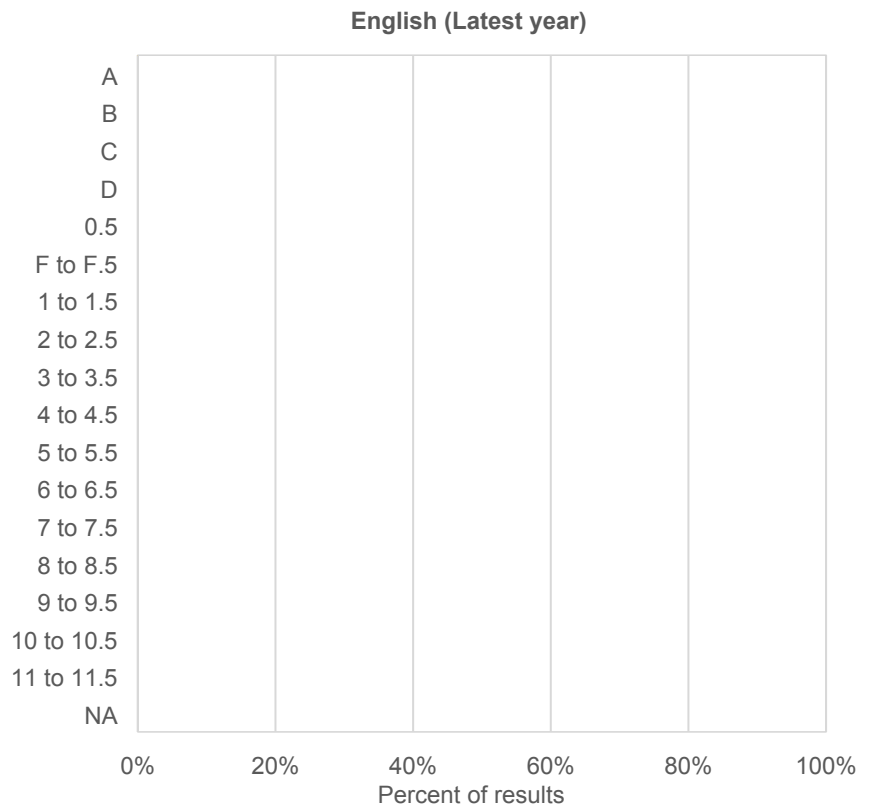
**Teacher Judgement of student achievement**

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

**English**

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
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

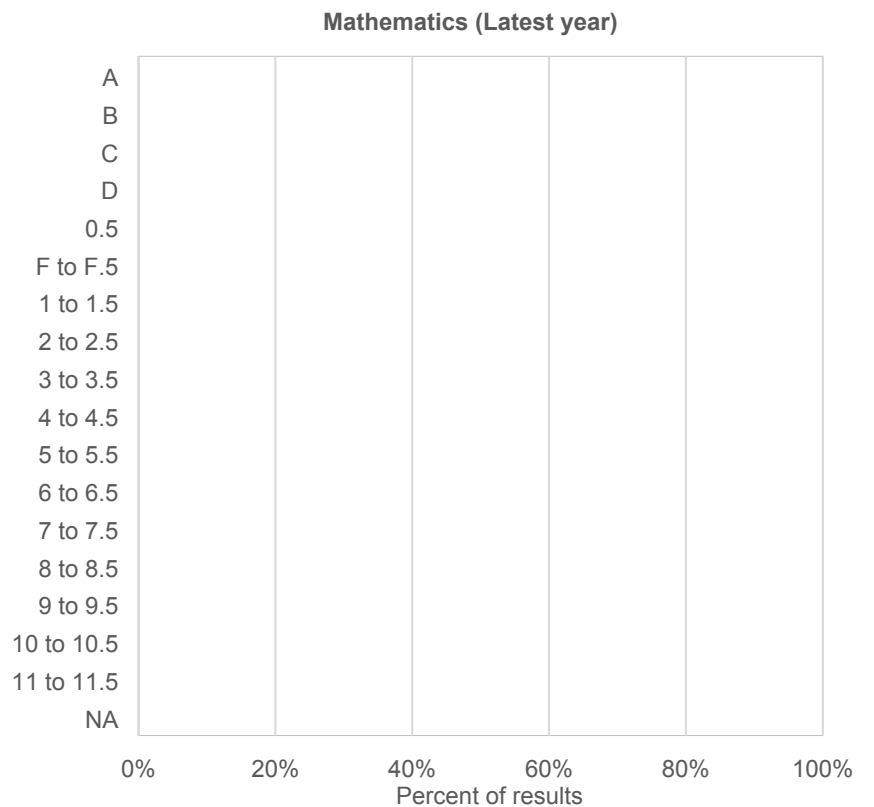
Achievement Level



**Mathematics**

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
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

Achievement Level



## 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	2020	2021	2022	2023	4-year average
School average number of absence days:	22.4	21.2	26.1	27.4	24.5

### 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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	66.7%	66.7%	NDP	66.7%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,845,490
Government Provided DET Grants	\$725,998
Government Grants Commonwealth	\$8,913
Government Grants State	\$0
Revenue Other	\$36,548
Locally Raised Funds	\$36,128
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,653,076</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$134,348
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$134,348</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,208,525
Adjustments	\$0
Books & Publications	\$4,212
Camps/Excursions/Activities	\$52,083
Communication Costs	\$6,501
Consumables	\$45,810
Miscellaneous Expense <sup>3</sup>	\$7,757
Professional Development	\$36,907
Equipment/Maintenance/Hire	\$53,822
Property Services	\$70,304
Salaries & Allowances <sup>4</sup>	\$35,059
Support Services	\$106,221
Trading & Fundraising	\$2,847
Motor Vehicle Expenses	\$9,187
Travel & Subsistence	\$1,154
Utilities	\$34,695
<b>Total Operating Expenditure</b>	<b>\$2,675,085</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$977,991</b>
<b>Asset Acquisitions</b>	<b>\$135,703</b>

- (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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$632,068
Official Account	\$19,779
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$651,846</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$76,423
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$104,684
School Based Programs	\$36,269
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$217,376</b>

*All funds received from the Department of Education, 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.*