

2025 Annual Report to the School Community

School Name: Hampden P-12 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 03 March 2026 at 12:05 PM by Kylie Carter (Principal)

- As executive officer of the school council, I attest that this 2025 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 24 March 2026 at 01:53 PM by Kylie Carter (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student

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')

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, Safety, Kindness and Teamwork in line with the practices of School Wide Positive Behaviour Schools. 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. All members of the community are expected to model these behaviours at all times. Hampden P-12 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 Primary stages of schooling (P-5) situated at the Terang Campus and Middle Years (6-9) and Later Years (10-12) 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, Hamilton, and Portland. 31 students attended the P-6 campus that is located within Terang College grounds, the Middle Years (7-9) had 21 students and Later Years (9-12) 20 students, located at Cobden within the grounds of Cobden Technical School. The towns of Terang and Cobden, in which these campuses are situated, are 24 kilometers apart. The combined enrolment for 2025 is 72 students. We currently have the following employees; 10 Teachers, Principal, Acting Assistant Principal, 2 lead teachers, Literacy Specialist, Inclusion Outreach Coach, Business Manager, 15 Education Support Staff and, 1 trainee. Hampden P-12 School has 19 non-standard enrolments.

Hampden P-12 School is committed to providing an inclusive program for all students that is flexible and accomodating for their needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Hampden P-12 School met the goal for 90% of students to meet their goals in literacy and numeracy. Teachers worked collaboratively to review Individual Education Plan (IEP) templates and participated in Professional Learning through the PLC system to review and modify Individual Education Plan (IEP) templates to align with the new Disability Inclusion Model. Staff also took part in the moderation of student work samples to align teacher understanding with Teacher Judgement and setting smart goals that were at the student's point of need. Individual Education Plan goals are set using assessment data, teacher judgment, and parental and student input. The goal to have a minimum of 60% of students studying VPC to achieve successful completion by the end of 2025 was achieved.

The Attitude to School Survey results reflect that 91% of students believe teachers have high expectations for success which has improved from 85% in 2025. 94% of students reflect that Hampden P-12 School has a strong sense of inclusion which has improved from 84% in 2024. Both teachers and ESS staff were involved in peer observations with the use of the SWIVL robots to improve engagement in learning. Peer observations give the staff opportunity to reflect on their practice and receive feedback from their peers on areas for improvement. The school continued to seek the support of Dan Petro (behaviour therapist) throughout the year, with him observing teachers and providing feedback with strategies and adjustments to manage behaviours in the school environment. This is inline with School Wide Positive Behaviour Schools continues to support all staff at Hampden P-12 School 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.

The School Staff Survey for collective focus on student learning returned a 93% rate which is a strong indicator that staff have a whole school approach for students learning, staff rated parent and community involvement at 90% which reflects the importance staff place on keeping families and communities active within the school community.

Wellbeing

Hampden P-12 School continues to make improvements in student wellbeing. 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 87% which demonstrates a small improvement from 84% in 2024. The goal for 90% of students to meet 85% of their Health and Personal Social Capabilities goals is consistently met which demonstrates strong alignment for teachers meeting student needs as set against the curriculum. During 2025 student wellbeing continued to be a priority with the School Wide Positive Behaviour Support program continuing to be rolled out to staff, students and families, and Dan Petro (Behaviour Support) being strong influencers in supporting students and developing

whole school approaches to wellbeing and learning. A strong Respectful Relationships program across the school supported by the introduction of a Mental Health and Wellbeing Leader introduced in the primary area of the school drives this program. The Mental Health Practitioner (Secondary), Tutor Learning Initiative, Art Therapy and, the 'Hands on Learning Program' are some of the resources engaged to further support students and families. Our goal to improve Managing Bullying on the Parent Survey to 71% in 2025 has not met the target with a very small sample size of parents participating in the school survey. The school has worked diligently this year on improving the managing of bullying across the school and it was pleasing to see the Student Survey results for managing bullying remaining steady at 75%.

Engagement

Hampden P-12 School is proud of the progress we have made for student's attending school regularly over a 3 year period. 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 notification, 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 the number of students who have attendance above 95%. 2025 School Performance Report indicates that the overall attendance rate is 86% which is above the state and similar school's average of 79%. Hampden is proud of our continuous focus and high results of students attending school. We will remain focused on attendance in 2026. 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, reflected a 91% positive result for the question "I always try to attend school". Hampden P-12 School believe this reflects that students are motivated to learn and believe our school is the best place to meet their learning and wellbeing needs.

Financial performance

Hampden P-12 School maintained a sound financial position throughout 2025. The School Strategic Plan, along with the 2025 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support school programs and priorities. Funding was utilised from equity funding to provide a Behaviour Specialist to work within the school to build the capacity of teachers to manage students with behaviours of concern, We continued implementing School Wide Positive Behaviour Support Program across the school, this program provides a whole school approach to managing students and ensuring the best outcomes for our students. School camps once again proved popular with students, extra-curricular programs such as swimming, Riding for the Disabled, gymnastics, work experience and other excursions provide a wide range of experiences for our students. A small group of students participated in an indigenous art group with two specialists from within the community after securing additional Student Focused Youth Service funding.

The school will continue to 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.p12@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 57 students were enrolled at this school in 2025, 24 female and 33 male. NDP had English as an additional language and 14% 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	NDP	
	Similar schools	84.0%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	NDP	
	Similar schools	64.8%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English






Percent of results at each achievement level in English

			2025
A	School	10.5%	
B	School	2.0%	
C	School	4.6%	
D	School	15.8%	
0.5	School	1.3%	
F-F.5	School	19.7%	
1.0-1.5	School	18.4%	
2.0-2.5	School	21.1%	
3.0-3.5	School	3.3%	
4.0-4.5	School	0.7%	
5.0-5.5	School	2.6%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.0%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

			2025
A	School	7.0%	
B	School	1.8%	
C	School	1.8%	
D	School	19.3%	
0.5	School	3.5%	
F-F.5	School	17.5%	

			2025
1.0-1.5	School	21.1%	
2.0-2.5	School	17.5%	
3.0-3.5	School	7.0%	
4.0-4.5	School	1.8%	
5.0-5.5	School	1.8%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.0%	

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	27.3%		44.0%
	Similar schools	40.3%		36.2%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	54.6%		69.6%
	Similar schools	78.6%		80.5%
	State	68.8%		68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	State	21.5	21.7
Year 7 - 12	State	30.2	29.4

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$2,307,463
Government Provided DET Grants	\$515,704
Government Grants Commonwealth	\$6,700
Government Grants State	\$0
Revenue Other	\$24,193
Locally Raised Funds	\$21,167
Capital Grants	\$0
Total Operating Revenue	\$2,875,226

Equity	Actual
Equity (Social Disadvantage)	\$125,920
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$125,920

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,676,408
Adjustments	\$0
Books & Publications	\$2,903
Camps/Excursions/Activities	\$27,880
Communication Costs	\$6,926
Consumables	\$58,784
Miscellaneous Expenses ²	\$54,011
Agency Staff	\$0
Professional Development	\$47,153
Equipment/Maintenance/Hire	\$33,301
Property Services	\$130,380
Salaries & Allowances ³	\$131,632
Support Services	\$42,607

Expenditure	Actual
Trading & Fundraising	\$3,858
Motor Vehicle Expenses	\$13,151
Travel & Subsistence	\$4,385
Utilities	\$34,934
Total Operating Expenditure	\$3,268,312
Net Operating Surplus/-Deficit	(\$393,086)
Asset Acquisitions	\$286,390

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$302,875
Official Account	\$27,064
Other Accounts	\$0
Total Funds Available	\$329,939

Financial Commitments	Actual
Operating Reserve	\$98,651
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$65,144
School Based Programs	\$73,276
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$23,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$263,571

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.