

2024 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 20 March 2025 at 02:51 PM by Kylie Carter (Principal)

- As executive officer of the school council, I attest that this 2024 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 31 March 2025 at 01:33 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
- 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').

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. 17 students attended the P-5 campus that is located within Terang College grounds, the Middle Years (5-8) had 20 students and Later Years (9-12) 17 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 2024 is 54 students. We currently have the following employees; 10 teachers, 1 principal, a business manager, 12 education support staff and, 1 trainee. Hampden P-12 School has 9 non-standard enrolments.

Hampden P-12 School is committed to providing an inclusive program for all students that is flexible and accommodating 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 with Rachel Buck 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 improve our attendance data continues to reflect positively on the school with attendance data remaining steady and consistent. Awards and points have been allocated to encourage students to attend, the bus service that picks students up at their home is also a strong contributor to high student attendance. We celebrate our high attendance and will continue to focus on this in 2025. The Parent Opinion Survey has strong results in many categories, a standout is 'Student Connectedness' with 96% of parents reporting that their students have a strong connection to the school. Parent Survey results reflect a 94% General Satisfaction with the school. Staff work collaboratively with students, families, therapists and other staff members to build relationships that are built on trust and respect, this reflects our school values of Respect, Teamwork, Kindness and, Safety. School staff develop and implement programs that are engaging and challenging for students, programs such as 'Hands on Learning', 'Sounds Write', Quicksmart, play based learning, inquiry learning and the community access program are learning tools that support student engagement and learning. Our Victorian Pathways Certificate (VPC) program has successfully been running for 2 years with a 100% of students receiving their VPC certificate over both years. VPC is a program for year 11 and 12 students. The Attitude to School Survey results reflect that 85% of students believe teachers have high expectations for success and 83% reflect that Hampden P-12 School has a strong sense of inclusion. 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 Real Schools program continues to support Hampden P-12 to embed an approach of positive language and behaviour management strategies, strongly supported by class observations and feedback from Dan Petro (behaviour therapist). All staff at Hampden P-12 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

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 82%. The goal for the school to improve student sense of connectedness from 72% to 77% in the Attitude to School Survey has returned a score of 66% which is down from previous years. in 2024 Student wellbeing continued to be a priority with SWPBS, Real Schools and Dan Petro being 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, 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 2024 has exceeded our goal returning a result of 86%. The school has worked diligently this year on improving the managing of bullying across the school with pleasing results in this area.

Engagement

Hampden P-12 School is proud of the progress we have made for student's attending school regularly. 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%. 2024 results demonstrated that 31% of students had attendance of 95% or above which is above the state and similar schools average. We will continue to have attendance as a focus in 2025 with attention to individual students that require additional 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, reflected an 83%% positive result. 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 2024. The School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support school programs and priorities. The 2024 School Budget Management report shows an end-of-year surplus of \$ 542,507.00. 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, Real Schools was funded to support student wellbeing and the commencement of the School Wide Positive Behaviour Program. School camps once again proved popular with students as do extra-curricular programs that target engagement and student learning. The school opened our brand new Middle Years at Cobden facility after receiving state government funding to replace our aging facilities with a purpose built facility.

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 68 students were enrolled at this school in 2024, 23 female and 45 male.

NDP 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).

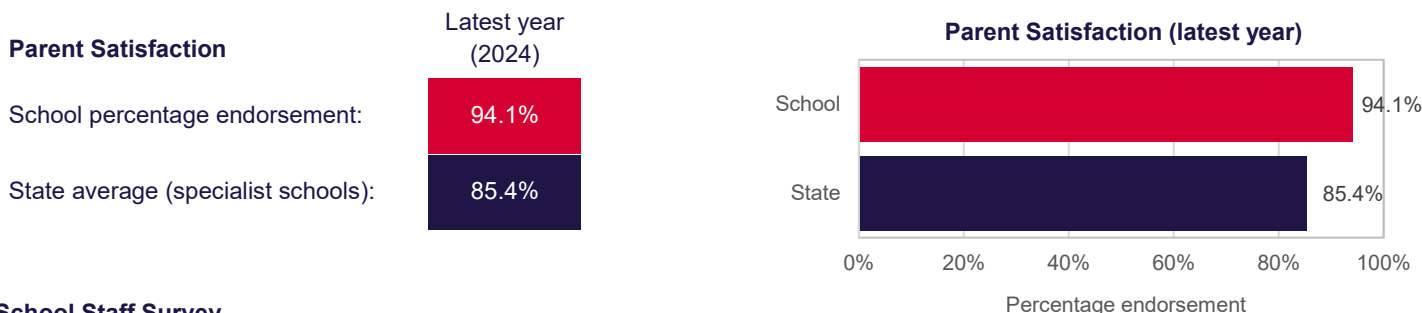
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

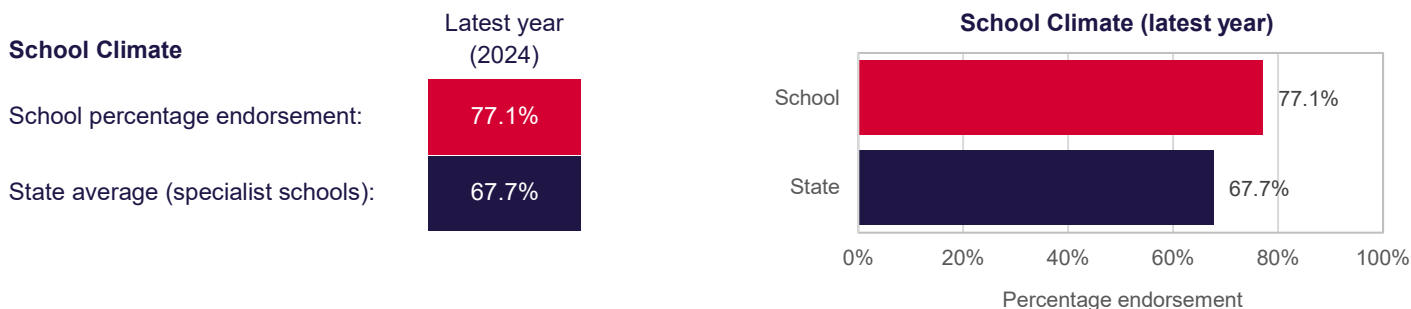


School Staff Survey

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.



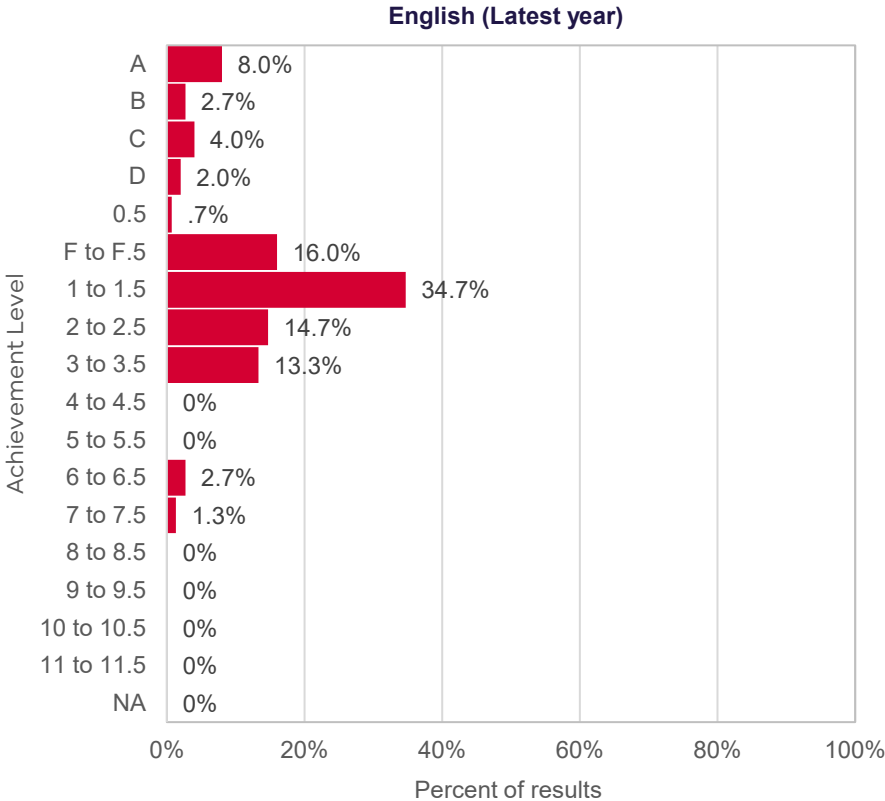
LEARNING

Teacher Judgement of student achievement

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

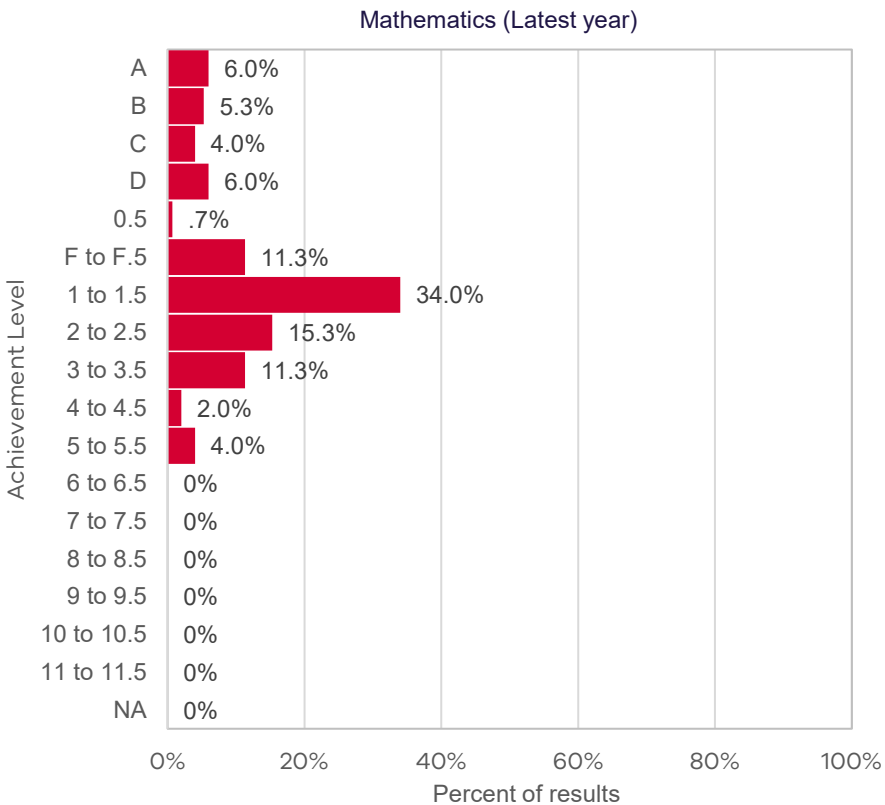
English

Achievement Level	Latest year (2024)
A	8.0%
B	2.7%
C	4.0%
D	2.0%
0.5	0.7%
F to F.5	16.0%
1 to 1.5	34.7%
2 to 2.5	14.7%
3 to 3.5	13.3%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	2.7%
7 to 7.5	1.3%
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 (2024)
A	6.0%
B	5.3%
C	4.0%
D	6.0%
0.5	0.7%
F to F.5	11.3%
1 to 1.5	34.0%
2 to 2.5	15.3%
3 to 3.5	11.3%
4 to 4.5	2.0%
5 to 5.5	4.0%
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



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	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	66.7%	66.7%	NDP	100.0%	75.0%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$2,295,019
Government Provided DET Grants	\$405,881
Government Grants Commonwealth	\$2,150
Government Grants State	\$68,865
Revenue Other	\$54,923
Locally Raised Funds	\$25,843
Capital Grants	\$0
Total Operating Revenue	\$2,852,682

Equity ¹	Actual
Equity (Social Disadvantage)	\$122,905
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$122,905

Expenditure	Actual
Student Resource Package ²	\$2,386,129
Adjustments	\$0
Books & Publications	\$120
Camps/Excursions/Activities	\$37,302
Communication Costs	\$10,609
Consumables	\$59,958
Miscellaneous Expense ³	\$17,360
Professional Development	\$32,617
Equipment/Maintenance/Hire	\$45,542
Property Services	\$125,614
Salaries & Allowances ⁴	\$42,865
Support Services	\$42,740
Trading & Fundraising	\$4,786
Motor Vehicle Expenses	\$16,357
Travel & Subsistence	\$1,947
Utilities	\$39,991
Total Operating Expenditure	\$2,863,937
Net Operating Surplus/-Deficit	(\$11,255)
Asset Acquisitions	\$129,655

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$622,911
Official Account	\$19,463
Other Accounts	\$0
Total Funds Available	\$642,374

Financial Commitments	Actual
Operating Reserve	\$79,658
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$42,197
School Based Programs	\$48,526
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	\$95,013
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$265,394

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.

