

2018 Annual Report to The School Community



School Name: Hamlyn Views School (5565)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 02 April 2019 at 10:02 AM by Suzanne Armstrong
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2019 at 02:48 PM by Jessica Harriott
(School Council President)

About Our School

School context

Hamlyn Views School is a new Special Developmental School in Hamlyn Heights Geelong. It opened in 2018 and is a Public Private Partnership where the facilities are required to be maintained to a standard for 25 years. The school had an enrolment of 29 students, 13 female and 16 male drawn from the northern areas of Geelong and the Bellarine Peninsula. All students have a diagnosed Moderate to Severe intellectual disability, with a high percentage on the autism spectrum, and most in the Early Years cohort. At least half of the students were transported to school by a Department of Education and Training provided bus.

The school had two Principal Class Officers, 5 teachers, including a Learning Specialist (0.23), and 9.04 (FTE) Education Support Staff that included a Business Manager, DET technician, and Administrative Assistant from term four. We engaged an Allied Health team to provide vital support to enable all students to access the curriculum which included an Occupational Therapist (0.2) then increased to (0.4) in term 3, Physiotherapist (0.2), Speech Therapist (0.2) for a term, and an Allied Health Assistant.

The school has been designed on the principles of Universal design and access for all to support the needs of a diversity of students. This includes spacious, bright learning areas within a custom designed facility which includes: onsite pool, sensory rooms, ceiling hoists, sensory gardens and play spaces, purpose built bathrooms and kitchens including an independent living skills centre with adjustable benches and wheelchair accessible garden beds. The school has a partnership with Centre for Education and Research in Environmental Strategies (CERES) and is working towards 5 Star Certification as a Resource Smart School. In November 2018, Hamlyn Views School conducted a Time Capsule Ceremony whereby artefacts from the inaugural year of the school were placed in a time capsule box, sealed by a local governmental official, to be opened in 2030 when the inaugural Foundation students reach Year 12.

The school had teaching and learning programs tailored to meet the individual needs of students aligned to the Victorian Curriculum Framework or Queensland Certificate of Individual Achievement (Years 11 and 12). The key focus of learning included English and Communication, Mathematics, and Personal and Social Capabilities with all programs delivered in an engaging and age-appropriate manner to support achievement of students outcomes. The specialist programs within the school were Visual Arts, Performing Arts, Physical Education, Aquatics, and Aqua-Therapy and Music Therapy in line with our Integrated Services Model.

Framework for Improving Student Outcomes (FISO)

In 2018, the key FISO improvement initiative areas focused on Excellence in Teaching and Learning and Professional leadership. The Annual Implementation Plan consisted of two key goals: 1) Strengthen teacher capacity to maximise the learning progress and growth of all students. 2) Define the vision, mission and values of the school. The key improvement strategies included: 1) Build the capacity of individuals and teams to implement a consistent instructional including Teaching and Learning essentials. 2) Establish an agreed school community vision, mission and values. Evidence-based High Impact Teaching Strategies (HITS) were also a focus for building practice excellence. School staff conducted an audit of the HITS and this data was used to establish which strategies required further implementation in the classrooms.

A whole school FISO audit was conducted in term four to establish what growth had occurred within the school over the course of the year. It was determined that growth had occurred across a number of key areas including:

Excellence in Teaching and Learning

- Professional learning is focused on student outcomes, is ongoing and supported by the school
- The school has high expectations for learning growth
- The school implements consistent and sustained High Impact teaching Strategies

Professional Leadership

- The school has a culture of strategic thinking, planning and resource allocation
- The school strategically uses human resources
- School leaders communicate the vision and values and engage with stakeholders

Positive Climate for Learning

- The school builds school pride and connectedness
- The school addresses the physical health needs of the students

Community engagement in learning

- The school develops parent, carer and family engagement
- The school builds community partnerships
- The school has partnerships to support student health, wellbeing and achievement
- The school facilitates interconnection and globalisation
- Partnerships support student health and wellbeing
- Home learning connects with school learning

Achievement

In 2018, the Annual Implementation Plan student outcomes 12 month target was met, whereby all students achieved their English goal. All students on the Program for Students with a Disability showed progress at a satisfactory or above level in achieving their individual goals. The school was able to maximise the learning growth of all students by maintaining a whole school focus on strengthening teacher capacity in line with AIP Goal One.

In order to achieve AIP Goal One, a strong emphasis was placed on the professional learning of all staff throughout 2018. The rationale for this was to ensure that our small team had the necessary expertise to manage a range of workplace roles, cater to the individual learning needs of a diversity of students and to support our school vision to be a world class provider of outstanding inclusive education. The professional learning that took place through 2018 included:

- Inclusive Education Study Tour scholarship received from VASSP, PASS and VPA by the Principal Class team to travel to Canada, Melbourne and Queensland to investigate best practice in Universal Design for Learning and Positive Behaviour Support
- Four staff successful in gaining DET Inclusive Education Scholarships to complete the Master of Learning Intervention at Melbourne University
- High Impact Teaching Strategies (HITS) audited and an improvement foci identified for targeted actions to achieve higher outcomes
- Peer Coaching template created and utilised based on HITS
- Victorian Institute of Teaching Mentor and Coaching for Learning Specialist to support Graduate Teachers
- Assessment Matrix established for data collection and teacher judgements for levels A-D and F-2 in the Victorian Curriculum.
- School Improvement team were successfully accepted into a two-year Professional Learning Community initiative and attended a launch presentation prior to the project commencing in 2019
- Augmentative Alternative Communication training
- Goal Bank for ensuring Individual Learning Plans are linked with the Victorian Curriculum
- TEACCH five day certification for two staff with the University of North Carolina
- ABLES assessment tool utilised and moderated
- 'Bright Beginnings' Program established and implemented in the first three weeks of the school year
- Curriculum mapping within the Victorian Curriculum framework
- Assessment Schedule established and implemented
- School building universal design and environmental adjustments

Individual Learning Plans were created and documented through COMPASS and Student Support Group (SSG) meetings were held once per term to discuss student goals, progress and outcomes.

Throughout 2018, a number of evidence-based approaches and interventions were trialled including Investigations, SMART Spelling, TEACCH, Video Modelling and Balanced Literacy. A number of these will be continued on into the future with further training including whole professional learning with Jane Farrell for Balanced Literacy and Structured Teaching (TEACCH).

Engagement

Throughout 2018, Hamlyn Views School had a strong focus on establishing a Positive Climate for Learning in line with FISO priorities. In order to achieve this the school embraced a number of initiatives to support student, staff and family engagement including:

- Implementation of the Zones of Regulation
- School Wide Positive Behaviour Support Framework including forming a SWPBS Action Team, being supported by a DET SWPBS Coach and attending two days of training. The whole school values were established and the SWPBS team developed 'values heroes' in collaboration with students: Rani Respect, Lenny Learner and Sasha Safe.
- Working with school PPP Partner CERES to begin our journey toward '5 Star Resource Smart Certification'
- Establishing a student 'Green Team', officially endorsed with a badge presentation at a whole school assembly. These students also participated in a 'Scarecrow Project' where they went to Victorian Government House to place their created scarecrow in the garden. Vegetable gardens were established by students as part of a whole school project on National Tree Planting Day.
- In 2018, the school participated in a joint specialist school 'Year of the Dog' Art Project whereby student artwork was displayed at a community venue with excellent attendances and some artworks purchased by community members.
- The Seesaw App was trialled for communication between staff and parents/carers and was incredibly successful. This has been established as a whole school communication approach for 2019 which aligns with our resource smart priorities and emphasis on sharing student success and achievement with families.
- The school conducted a number of special events across the year to support family and community engagement. These included: Family Welcome BBQ in January prior to the school opening, Mother's Day Afternoon Tea, Easter Bonnet Parade, Father's Day Pie Day, The Biggest Morning Tea, Time Capsule Event, Christmas Market Stall Celebration and Santa Visit, Parent and Community Information Night, Swimming Open Day, 'Principal for a Day' program and Herne Hill Primary School Garden Project.
- Gen U placement students, Clonard Community Services students and St. Josephs VCAL students attended across the year
- Book donations were sought for the new school Library from students and community groups, a Book Week Dress Up Day and Parade held, and Open Classrooms for families during Education Week.
- Establishing our Visual Arts, Performing Arts and Physical Education (PE) programs
- A Whole School Excursion to the Werribee Zoo in line with the Science Unit 'Habitats'
- Participation in the Inclusive Schooling Index Community of Practice.
- Life Skills programs and Work Experience skill development commencing in the Later Years program
- A partnership was established with Melbourne University to engage a Music Therapist one day per week in 2018 with no cost to the school, with a commitment to engage the therapist two days per week in 2019 with one day of this at a cost to the school. This allowed the Music Therapist to support all classes across the school and also provide placement opportunities for three Master of Music Therapy students.

Student attendance data was monitored at Leadership meetings and the Attendance Policy and Protocol

developed. Parents/Carers were notified on the day if no notification was received by 11:00am on the day students were absent. The average absence rate of 28 days was similar to Special Schools across the state.

In 2019, the SWPBS Action Plan will be utilised to further embed Tier One supports and strategies across the whole school. Hamlyn Views Principal Class team will attend a SWPBS and Multi-Tiered System of Support Community of Practice with other specialist schools across the region. Our school will also focus on increasing family and community engagement to strengthen our inclusive education practices.

Wellbeing

As a Special Developmental School a significant number of our students require Medical Intervention, ongoing care and support throughout the school day. In order to ensure the safety and wellbeing of our students, the school established links and networks with a range of relevant community based agencies and services including NDIS Providers, Department of Health and Human Services, Child First, the Royal Children's Hospital and Barwon Health. Medical Intervention Support training was provided to key support staff and the school engaged the services of an Allied Health Assistant, Occupational Therapist, Speech Therapist and Physiotherapist. Barwon Valley School provided valuable collegiate support, assisting us by sharing therapy staff when we experienced recruitment difficulties.

As a school a significant time investment was made to support new families entering the school to accurately complete the Program for Students with Disabilities documentation and referral processes. This included numerous meetings and communications with: families, key workers, Allied Health professionals, wellbeing coordinators, transition support staff and Assessments Australia. As a new and growing school we continue to intake new students throughout the year and aim to provide a positive and individualised transition process to ensure the success and wellbeing of transitioning students. This involves a number of staff working together to ensure appropriate transfer of information occurs, allocation of resources and opportunities to build relationships and familiarising students with their new school environment. All 2019 Foundation students attended a four week extensive orientation to school program in November 2018 and families were provided with a Foundation Handbook and information session to support their knowledge and understanding of our school.

Hamlyn Views School became part of the Barwon Region Respectful Relationships partner schools cluster initiative and commenced a curriculum mapping project to align the Rights, Resilience and Respectful Relationships (RRRR) teaching and learning materials with the A-D curriculum. We attended professional learning and presented our work to the Northern Region Special Schools to support all schools to implement an age-appropriate RRRR program targeted at our students achievement level. In term two, we also joined the Safe Schools Victoria initiative to ensure schools are safe places for all students free of discrimination. The school also hosted incursions with Brave Hearts and the Life Education Van to support Child Safety and wellbeing.

To support our whole school focus on wellbeing and creating a positive climate for learning, a number of physical activities were provided for our students. These included:

- Whole School Health and PE day in term three
- Aquatics program terms two and four
- Fortnightly Aquatic Therapy from term two
- Morning exercise programs
- Weekly Physical Education classes with a qualified PE teacher
- St Joseph's students sports' program

Our school also participated in the trial for the Attitudes to Schools Online Survey for Specialist Schools.

Some of the Professional Learning staff engaged with to support wellbeing included:

- COMPASS Chronicle training to assist staff to collect student behaviour and wellbeing data
- Hoist and Manual Handling Training
- Occupational Health and Safety, and Anti-bullying

- Child Safety and Mandatory Reporting
- Music Therapy

In 2019, we will increase our Health and Wellbeing team to include a School Nurse, full-time Occupational Therapist, three day per week Speech Therapist, two day per week Physiotherapist and a full-time Allied Health Assistant.

Staff wellbeing is important to us as a school community and our commitment to creating a positive school climate and culture resulted in the 2018 Staff Survey data indicating that 82% of staff were positive about the school climate as compared to the result for other state-wide Special Schools of 63%. We will continue to build on our staff wellbeing and resilience in 2019 through raising staff awareness of mindfulness and self-care, social events and staff wellbeing week activities.

Financial performance and position

The financial result for Hamlyn Views School in its first year of operation was a surplus of \$291,262. The reasons for this surplus are as follows:

- \$103,000 has been held over from Establishment funds received in 2018 to support school based programs in 2019.
- \$40,000 credit to cash transfer was made to support school level payroll costs, approx. \$8,000 was unspent at school level.
- \$40,000 credit to cash transfer was made to support school based programs, most of this amount has been carried forward to 2019.
- \$90,057 surplus in the Student Resource Package due to additional funding received from new student enrolments after the commencement of the school year.

Extraordinary items of revenue received were as follows:

- \$280,000 in Establishment Funding to support establishment of the new school.
- \$50,000 in additional funding for utilities costs. This amount was in addition to the \$40,000 for utilities received via the Student Resource Package
- \$5,000 Equipment Boost for Schools received via the Student Resource Package, used to purchase therapy equipment.

There were no extraordinary items of expenditure.

Additional sources of funding received outside of the Student Resource Package included:

- \$10,245 Inclusive Education Scholarship which supported a study tour for the principal class team to investigate best practice in Universal Design for Learning and Positive Behaviour Support.
- \$4,500 in Sporting Schools Funding used to fund the acquisition of sports equipment.
- \$4,735 Inclusive Schooling Index Funding used to support training and development of an Inclusive Schooling Index Tool
- \$4,730 School Attendance Small School Funding used to purchase equipment and applications supporting monitoring and recording of attendance data.

We believe that the resources of the school have appropriately supported our students to achieve the learning and wellbeing outcomes in 2018.

For more detailed information regarding our school please visit our website at
<https://hamlynviews.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 29 students were enrolled at this school in 2018, 13 female and 16 male.

0 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.0	89.3	81.5	95.1

School Staff Survey

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

Percent 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	81.7	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	24.5		26.5
B	28.4		27.5
C	17.6		20.6
D	17.6		15.7
0.5			5.9
F	3.9		2.9
F.5	1.0		
1	5.9		1.0
1.5	1.0		
2			
2.5			
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

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	2015	2016	2017	2018	4 year average
Average number of absence days				27.6	27.6

Students exiting to further studies or full-time employment

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

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment					

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,334,370
Government Provided DET Grants	\$476,043
Government Grants Commonwealth	\$4,814
Government Grants State	\$0
Revenue Other	\$15,305
Locally Raised Funds	\$7,172
Total Operating Revenue	\$1,837,702

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,244,313
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$1,264
Consumables	\$29,413
Miscellaneous Expense ³	\$43,680
Professional Development	\$16,702
Property and Equipment Services	\$39,586
Salaries & Allowances ⁴	\$73,336
Trading & Fundraising	\$402
Travel & Subsistence	\$7,654
Utilities	\$90,089
Total Operating Expenditure	\$1,546,440
Net Operating Surplus/-Deficit	\$291,262
Asset Acquisitions	\$6,985

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$67,106
Official Account	\$22,910
Other Accounts	\$100,205
Total Funds Available	\$190,221

Financial Commitments	Actual
Operating Reserve	\$31,981
Other Recurrent Expenditure	\$5,087
Provision Accounts	\$0
Funds Received in Advance	\$3,654
School Based Programs	\$149,500
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
Total Financial Commitments	\$190,221

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in two key areas:

Achievement

Student achievements in

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

WHAT IS THE MEANING OF 'DATA NOT AVAILABLE' OR 'NP'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

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 a disability 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').