

2022 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 Registration 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 of the previous calendar year 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 27 April 2023 at 11:23 AM by Suzanne Armstrong (Principal)

- This 2022 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 28 April 2023 at 09:24 AM by Ingrid Jennings (School Council President)

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'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

Hamlyn Views School (HVS) is a Public Private Partnership Special Developmental School in Hamlyn Heights, Geelong. The enrolment criteria is a moderate to severe intellectual disability, with a FSIQ of (<50). Many students have associated conditions, including autism and physical disabilities. In 2022, our fifth year of operation, we had 103 students, aged between 5 and 18 years, drawn from geographical areas north of Geelong and the Bellarine Peninsula. Most students accessed travel assistance to travel on three Department of Education (DE) contracted buses, or a conveyance allowance to travel by car or taxi.

Our school workforce comprised of 2 principal class, 25 teachers and 37 Education Support staff. In addition, National School Chaplaincy funding provided 12 hours for a Chaplain, whilst the DE funded 5.2 hours of Technical support. The socio-economic profile for our school indicates a high level of socio-educational disadvantage, and an increasing percentage of students with English as an additional language and Aboriginal and Torres Strait Islander background.

Our school vision is 'To be an outstanding provider of inclusive education that promotes individuality, fosters innovative practices and sets high expectations for all.' Our purpose is 'To create a safe, respectful, evidence-based learning environment where a diversity of student learners feel: valued, actively engaged, challenged and supported to achieve success and maximum independence success post-school.' Our school values - Learning, Respect and Safety align with, and are emphasised through, our School-Wide Positive Behaviour Support (SW-PBS) expectations.

In 2022, we continued to experience ongoing challenges and changing operational guidelines resulting from the Covid-19 pandemic. We operated within a Primary and Secondary Professional Learning Community (PLC) structure, with a PLC leader for each team. Our teaching and learning focus remained on the achievement of student's individual education goals, with the instructional model based on universal design for learning principles.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, 50% of teachers were new to our school so a thorough onboarding and induction process was necessary. Coaches and Victorian Institute of Teaching mentors were established to guide and support new teachers to cater effectively for student diversity, including the use of structured teaching. A new Leading Teacher led the introduction of the Disability Inclusion Initiative. Teachers and the Allied Health team spent considerable time creating evidence reflecting learning adjustments for student Disability Inclusion Profiles. This included the development and use of a new Individual Education Plan (IEP) template. Two Learning Specialists shared a regional Inclusion Outreach Coaching role, supporting the provision of inclusive practices in mainstream schools.

The Tutor Learning initiative provided additional "catch-up" support for selected students. There was a focus on reading in semester one and numeracy semester two. A new Learning Specialist was appointed and helped lead our PLC inquiry cycles, incorporating a 'Data Wise' approach and 'Learning Walks'. Topics included SW-PBS and numeracy. A continued focus was up-skilling staff to use Alternative and Augmentative Communication (AAC). The Speech Therapist re-visited AAC Devices '12 Teachable Moments' and three staff attended two days of LAMP training.

Literacy and Numeracy data across the school showed only modest growth. The percentage of students that made one level or more of growth over the last two years was; Speaking and Listening - 44%, Reading and Viewing - 48%, Writing - 38%, Number and Algebra - 33%. In 2023, to support improved learning growth there will be an ongoing focus on student's IEP goals, a third PLC team created, 3.5 hours of teacher non-face-to-face time, and more learning specialist time for curriculum leadership and coaching purposes.

Special activities marked 'Book Week' and 'Science Week', whilst classrooms were open to parents and carers during 'Education Week' in May.

Wellbeing

Health and wellbeing was an important priority throughout the year, particularly as students adjusted to continuous on-site learning and the impacts of the ongoing Covid-19 pandemic. Support in this area was strengthened with the appointment of a Social Worker (0.8) and Mental Health Practitioner (0.2) for secondary students. Mental health issues continued to arise, particularly within the secondary cohort so Wellbeing Team meetings became weekly. All teachers undertook one day of Berry Street Trauma Professional Development (PD), two Wellbeing staff completed Headspace 'Suicide Risk Continuum', 'SafeMinds' and 'Be You'

training, engagement with the 'Dog Connect' program was initiated, whilst all staff completed 'Smiling Minds' PD. Key Regional Services Support staff and Complex Matters central team provided additional assistance for school leaders where needed. This included facilitating the use of the Mental Health Planning Tool to help prioritise Mental Health Menu options for 2023 and staff access to Employee Assistance Program counselling sessions on-site.

Students participated in the Geelong Football Club 'Healthy Heroes' and 'Life Education' programs whilst Active Schools grant funding provided new fitness equipment, and access to a range of sports coaching and community recreational facilities. Some secondary students extended their bike riding skills by exploring local bike trails and the first-ever school three-day Secondary camp was held at the Blackwood Outdoor Education Centre. Partnerships were created with Visiting Teachers, external Allied Health and other agencies to support individual student needs, including through Care Team and Student Support Group meetings and visitations. 'Breakfast Club' and 'Eat Up' food programs continued, Swimming, Aquatic Therapy and Balloon Football provided, access initiated with the Western Heights Football program, and a School Choir commenced in term four.

The Health and Wellbeing Action Team continued working towards accreditation with the Health Achievement program. They also organised regular staff wellbeing activities, including a RUOK breakfast.

Engagement

Through a successful 'Duet Program: Song Room' grant submission, our two Performing Arts teachers were mentored weekly for a semester by a qualified Music Teacher.

With the purchase of a Hi-Ace Commuter bus in semester two, we worked toward Bus Program Accreditation that was achieved in December. This will enable usage by staff for community access programs in 2023.

A PLC inquiry cycle focused on SW-PBS to assist the understanding of Positive Behaviour Support (PBS) principles whilst all staff received further 'Team Teach', 'Zones of Regulation' and 'Interoception' PD. Four teachers completed 'Prevent Teacher Reinforce' training, whilst all staff could access individual PBS coaching as required. Individual student PBS Plans were also developed and reviewed as needed. A Tiered Fidelity Inventory conducted in term four with the Regional SW-PBS Coach showed 71% compliance with tier one strategies, indicating we are implementing with fidelity.

As necessary, individual engagement programs were developed to support school attendance and behaviours of concern. This involved working collaboratively with families, external support staff, therapists, and key regional personnel.

With Covid-19 onsite restrictions for visitors reducing across the year, parent volunteer programs resumed in a small way. Parent engagement activities included regular Parent Cuppa's and Chat, held either off-site or on-site with guest speakers. Whole school activities such as Harmony Day, Easter Hat Parade, Easter Egg Hunt, Education Week, Book Week Parade and a Diversity Dash were open to school community visitors.

Student attendance was closely monitored at Leadership meetings and the 'Attendance Protocol' reviewed. With an increase in the average number of student absence days of 8.1% in 2022, ensuring regular student attendance and accurate records will remain a high priority in 2023.

A surprise Santa visit on a fire truck in December was made possible by the support of the Geelong West Fire Brigade.

Other highlights from the school year

A major highlight for the year was the Official School Opening held in August with John Eren MLA officiating. This event was attended by all our students and staff, along with a host of families, friends and colleagues.

The efforts of the new Digital Technologies Action Team led to being accredited as an 'eSmart School'. We also continued our Resource Smart School journey through an ongoing partnership with CERES. In term three, we conducted a successful 'Diversity Dash' fundraising activity.

We held our second whole school 'Out of this World' Concert in term three whilst a partnership with Back to Back Theatre saw the creation of a secondary 'Radial Film Project' in term one with a special screening held in April. Our primary students also attended GPAC to see a 'WHOOSH' production.

In term four, we had a Graduate Teacher short-listed in the Annual Principals of Specialist School (PASS) Awards, a wonderful acknowledgement of their work and growth as a special educator.

The Beckley Swim School began community after-hours swimming programs in term three, utilising our on-site pool. Through a successful Department of Education OSHC Establishment Grant application we auspiced TheirCare to be our school OSHC provider from 2023.

Financial performance

Disability Inclusion Funding for new students was received in 2022 in place of funding from the Program for Students with Disabilities (PSD). The confirmation and receipt of this funding (>\$700k) late in 2022 moved school finances from a deficit position into surplus at the end of the year. To manage this situation going forward, \$375,000 of school funds held at the end of 2022 were committed to funding the cash budget for 2023.

Increased costs were incurred during the year for staff replacements. Staff leave was significantly impacted by the Covid-19 pandemic.

Asset acquisitions in 2022 comprised the purchase of a Toyota Hi-Ace Commuter Bus at a cost of \$84,564. Additional sources of funding received outside of the SRP included grants from the Costa Foundation, and the Lions Club (Hamlyn Heights). An OSHC Establishment Grant was also received to fund the commencement of this service in 2023.

For more detailed information regarding our school please visit our website at <https://www.hamlynviews.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 103 students were enrolled at this school in 2022, 30 female and 73 male.

12 percent of students had English as an additional language and 5 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).

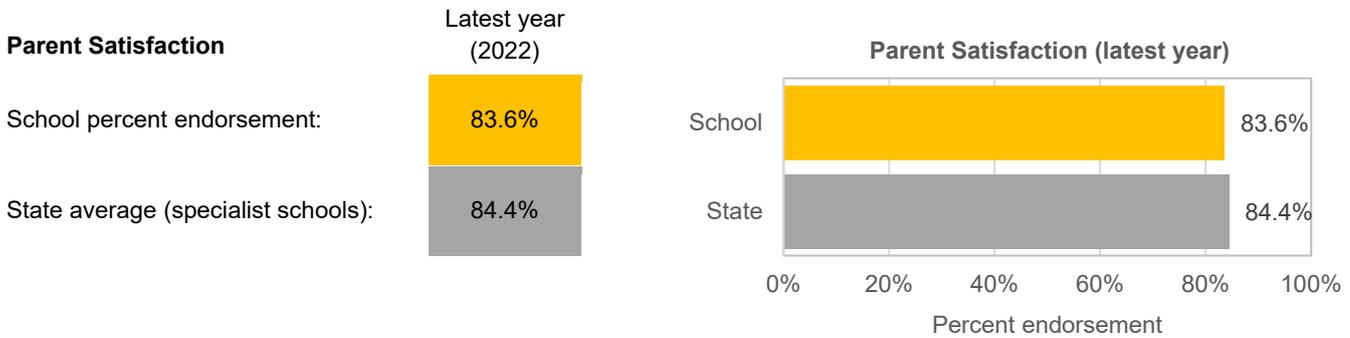
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

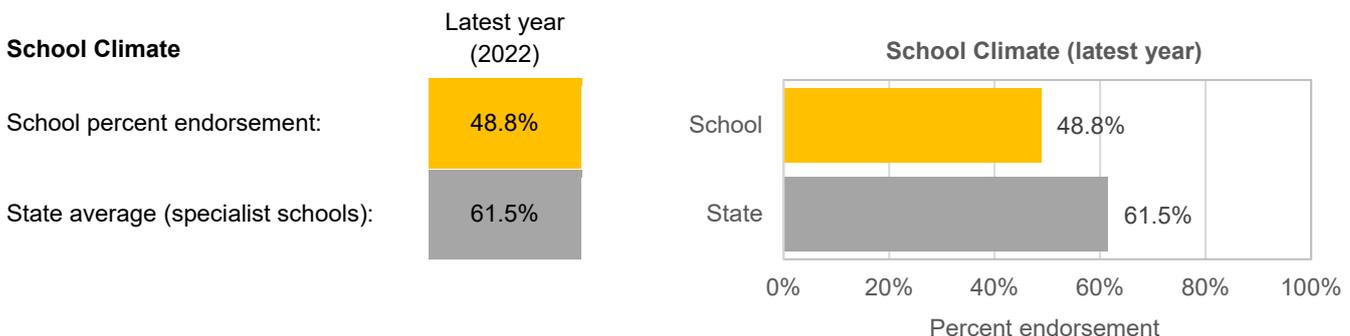


School Staff Survey

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.



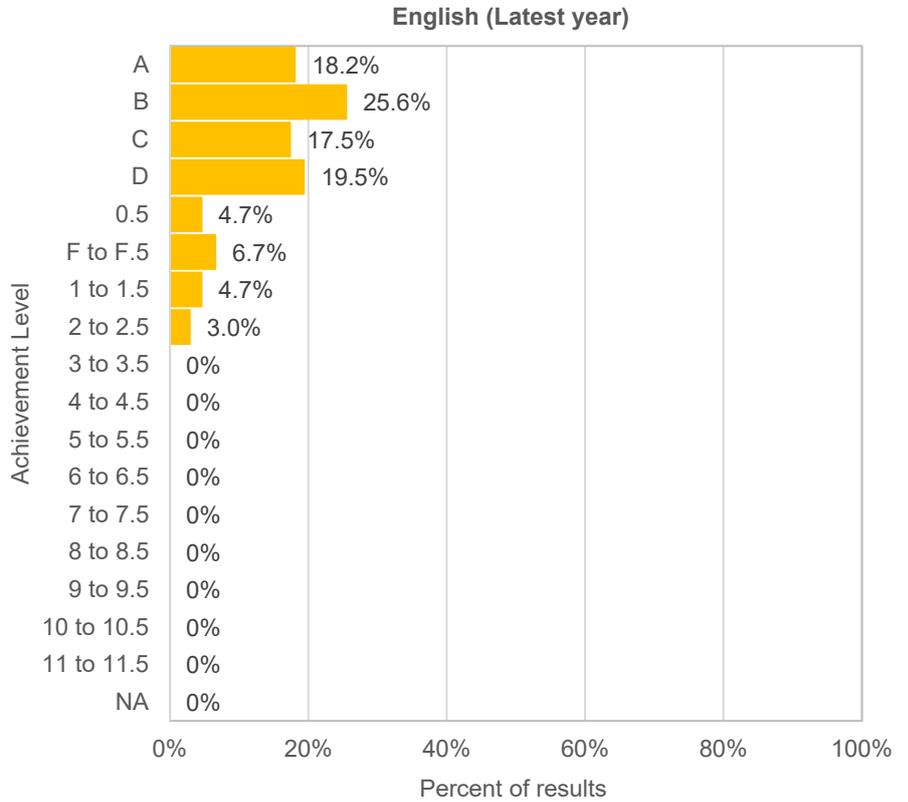
LEARNING

Teacher Judgement of student achievement

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

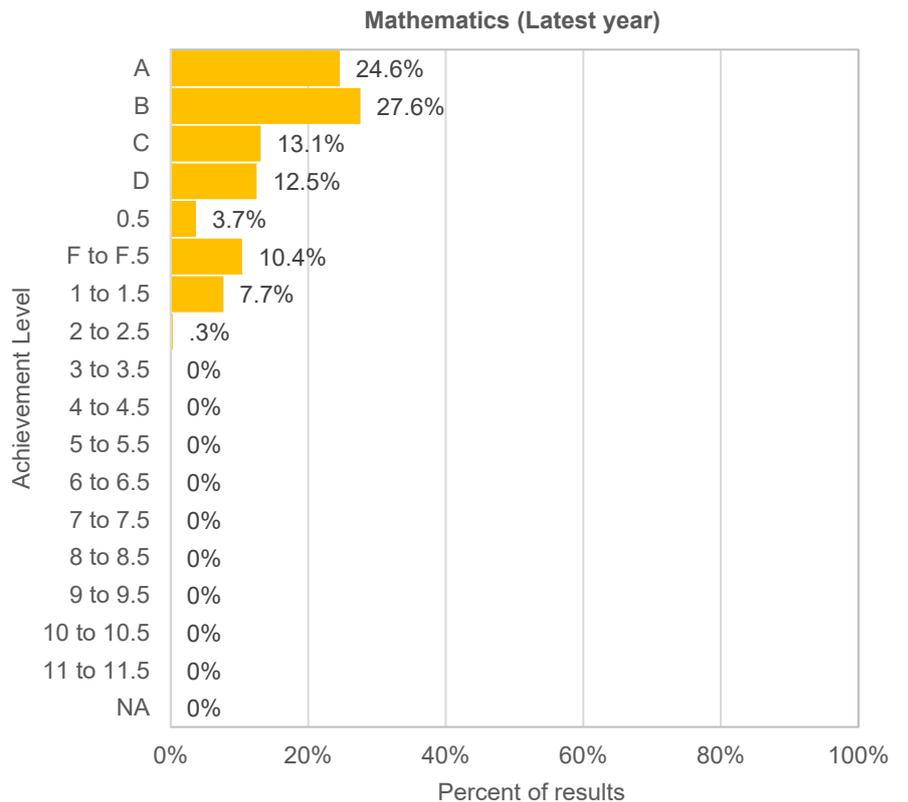
English

Achievement Level	Latest year (2022)
A	18.2%
B	25.6%
C	17.5%
D	19.5%
0.5	4.7%
F to F.5	6.7%
1 to 1.5	4.7%
2 to 2.5	3.0%
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



Mathematics

Achievement Level	Latest year (2022)
A	24.6%
B	27.6%
C	13.1%
D	12.5%
0.5	3.7%
F to F.5	10.4%
1 to 1.5	7.7%
2 to 2.5	0.3%
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



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	2019	2020	2021	2022	4-year average
School average number of absence days:	25.9	24.4	21.8	29.9	25.8

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	100.0%	90.0%	95.5%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,057,388
Government Provided DET Grants	\$1,146,709
Government Grants Commonwealth	\$113,580
Government Grants State	\$9,800
Revenue Other	\$10,008
Locally Raised Funds	\$88,845
Capital Grants	\$0
Total Operating Revenue	\$6,426,330

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,679
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,679

Expenditure	Actual
Student Resource Package ²	\$4,832,671
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,896
Communication Costs	\$3,346
Consumables	\$66,647
Miscellaneous Expense ³	\$22,874
Professional Development	\$20,022
Equipment/Maintenance/Hire	\$102,525
Property Services	\$2,785
Salaries & Allowances ⁴	\$212,548
Support Services	\$330,254
Trading & Fundraising	\$3,550
Motor Vehicle Expenses	\$1,678
Travel & Subsistence	\$2,398
Utilities	\$93,929
Total Operating Expenditure	\$5,700,124
Net Operating Surplus/-Deficit	\$726,207
Asset Acquisitions	\$86,564

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$681,889
Official Account	\$48,921
Other Accounts	\$0
Total Funds Available	\$730,809

Financial Commitments	Actual
Operating Reserve	\$144,111
Other Recurrent Expenditure	\$20,757
Provision Accounts	\$0
Funds Received in Advance	\$511,352
School Based Programs	\$69,674
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$69,714
Capital - Buildings/Grounds < 12 months	\$38,620
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	\$854,228

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.