

2024 Annual Report to the School Community

School Name: Hamilton Parklands School (5283)



- 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 17 February 2025 at 08:20 AM by Sonya Holden (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 20 March 2025 at 07:22 PM by Sonya Holden (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

Hamilton Parklands School has settled into its new school environment which was completed in February 2024. Our buildings and landscaping blend together to provide a calm and relaxing place to learn and play. Of the five classrooms within the school we utilised two learning spaces, due to reduced student enrolment and staff shortages.

At Hamilton Parklands School we prepare young people to become active, engaged and responsible citizens of the local and global community, ensuring they have the skills and resources required to navigate the ever changing environment they are growing up in, to the best of their ability. We provide learning experiences that support our students to reach their full potential in all learning areas through experiences that challenge them while also inspiring and promoting aspiration. Our aim is to develop a positive culture which is safe, supportive and a stimulating environment for all. Our values of respect, responsible and safety underpin the way we work, teach and communicate, guiding our actions with the immediate school community, extended community, parents and local organisations and agencies. We hold high expectations for staff, students and community members to support the provision of quality and inclusive education for all our students.

Hamilton Parklands School works hard to build, strengthen and maintain positive relationships with students, parents and other stakeholders engaged in the holistic education of each child in our school. This in turn drives improved student outcomes and attendance, while supporting students to develop a greater voice in their educational future and life goals. We constantly work together to improve academic achievement, ensuring each graduate has practised the necessary skills required to fulfil our shared vision for them. We support our students to build the capacity to make informed decisions and choices around wellbeing, personal safety and health. Our primary focus continues to be improvement in literacy and numeracy outcomes, supported and strengthened by the improved wellbeing outcomes for each child.

In 2024 we had reduced student numbers, resulting in temporarily reduced staff numbers. Therefore our 2024 workforce consists of a full time principal teaching for 3 days a week, one full time teaching staff, and one part time teacher, who has temporarily split a fulltime position across two government schools. Our education support staff include two members who work across five days (0.82 EFT), and two who work four days (0.66 EFT). Our business manager works full time in an administration role. As part of the mental Health fund initiative we engaged a music therapist in term one and an art therapist in term two to support the students' social skills development and increase confidence and self-esteem. Our Mental Health Practitioner role remained vacant, as did a 0.6 EFT teacher position. Our Chaplain, engaged through the National Chaplaincy Program, continued in 2024 in her role two days per week, and a learning Tutor was engaged for two half days, supporting a range of students across all age groups. These staff cater for the learning needs of 20 students across two full time classrooms and whose intellectual disabilities and needs are diverse. In 2024 Hamilton Parklands School had two full time students enrol part way through the year and one part time, dual enrolled student begin in term four.

Students attending Hamilton Parklands School come from a student transport catchment that is approximately 180 kilometres from east to west and encompasses localities of Dunkeld, Balmoral, Macarthur, Penshurst, Coleraine, Casterton and Dartmoor. Our students are from a diverse range

of backgrounds and are all English speaking. In 2024 our Index of Community Socio-Educational advantage was 911, with 68% of families in the bottom quarter, a slight increase on 2023 data.

Progress towards strategic goals, student outcomes and student engagement

Learning

Hamilton Parklands School has a student population who all have intellectual disabilities and are participants in the Program for Students with Disabilities, or Disability Inclusion. In 2024 we started the school year with one non-standard enrolment and three part time enrolments, finishing the year with two non-standard enrolments and two part time enrolments. The part time students attended local or district mainstream schools for the remainder of the week.

All students have individual learning plans which include goals for literacy, numeracy and personal and social capabilities. Our 2024 Annual Implementation Plan in learning was to strengthen capacity and processes in assessment as effective evidence to inform teaching. Progressive Assessment Tests have been administered across the 2024 school year and demonstrated growth in literacy and numeracy. The data indicates that 55% of students have demonstrated growth in literacy and 45% in numeracy and literacy across the school. The 2024 Attitudes to School Survey reported that 88% of students believe that they are cognitively engaged at school and have someone who believes they can do well, with teachers' believing that student engagement is key to learning. The survey shows improved community connections and 84% demonstrate attendance as important to achieving learning outcomes.

The 2024 Staff Opinion Survey indicated that 67% of staff are confident in the use of data to inform teaching and learning, and as a basis for curriculum planning, although further exploration of appropriate tools and measures is required to gather and analyse useful data for our student cohort. The survey also demonstrated the staff confidence in planning and delivering differentiated learning activities for our diverse student cohort was high and evidenced in the classroom management.

Wellbeing

The 2024 Wellbeing goal in the Annual Implementation Plan was that student AToSS data would demonstrate improvement in student respect, voice and agency. The inclusion of personal and social capabilities goals in all student individual learning plans assisted with the achievement of this goal, with an increase from 61% positive endorsement in 2023 to 89% positive endorsement in 2024. Our student cohort has demonstrated a strong sense of wellbeing, while still managing repeated incidents of illness. The 2024 cohort of students managed to maintain their level of connection to school with reduced staff numbers in classrooms, and 60% reported having a normal resilience level and 78% positive endorsement for emotional awareness and regulation, highlighting the important work students and staff have completed on resilience and self regulation. Further supporting student wellbeing was the continuation of our school chaplain,

acquired through the National Chaplaincy initiative. The students, staff and school chaplain have worked together to create a safe and supportive school environment in which 100% of respondents reported having a sense of inclusion.

Hamilton Parklands School has continued to implement the Resilience Project to support student development of self-regulation strategies and increased resilience, in conjunction with the School Wide Positive Behaviour model to support a consistent approach to supporting student behaviour and growth.

Engagement

Student attendance at Hamilton Parklands School has widely varied from student to student, with some students finding engagement with school very challenging. With a student cohort of 21 students in 2024, our student absences totalled 374 days with 6 students exceeding 20 days absent, two who were over 40 days absent. We had six students who achieved less than 10 days absent for the year, even including one who had surgery and one who participated in a family holiday. NDIS Therapist access continues to impact late and half day attendance as students endeavour to access suitable therapy services in the region. There continued to be isolated cases of COVID 19. Attendance at a whole school camp was high with most students attending and engaging. Attendance at school sporting events and swimming days is low, as students are staying home on these days. Frequent contact with families for unexplained absences has improved the coding of absences, resulting in fewer unexplained absences across the school, with illness or family excursions cited as the predominant reasons.

Other highlights from the school year

In 2024 Hamilton Parklands School underwent a School Review, with many successes highlighted across the four challenging school years of the Strategic Plan.

We held a whole school camp in Ballarat for three days and two nights, with all staff and students eager to attend and participate. The camp included an excursion to the local wild like Park, Sovereign Hill, Extreme Bounce and the indoor pool. Students enjoyed eating out for the two nights, demonstrating great patience and behaviours. We also participated in an interschool sport carnival and Winter Sports event with four regional special schools, enabling students across the region to gather, compete and engage with each other.

We have continued to receive funding from the Active Schools initiative, enabling us to access the local gym for one cohort of students and an exercise physiologist for the second cohort. The Gym group participated in weekly sessions with an instructor and learned how to safely use equipment and complete exercises for greatest impact on maintaining good lifestyle habits. The Physiologist group developed gross and fine motor skills, learned to work collectively and cooperatively and following safety rules. The students are learning to balance and coordinate hands and feet on the scooters purchased to support this program.

Financial performance

Hamilton Parklands School finished the 2024 school year with a surplus of \$140,000 as a result of a staffing shortage and teaching principal for three days a week for semester two. We had one Mental Health Practitioner targeted initiative position vacant for 2024. We received Koorie Literacy and Numeracy funding to support our Koorie students to access education with some additional support. Our investment in this support was repaid with improved student outcomes, with our Koorie students demonstrating growth in most curriculum areas. The Tutor learning program was made available to all students at Hamilton Parklands School, through smaller class sizes and the continuation of National Chaplaincy Schools program has enabled us to continue with our school chaplain program 2 days a week to support the health and wellbeing of all students.

Hamilton Parklands School was able to subsidise the school camp for all students, enabling families to have reduced financial barriers to student attendance and participation, and use Active Schools Initiative to fund all sporting events and activities, while the swimming program was funded through the Swimming in Schools initiative.

Senior Pathways funding has been available to establish and support pathways beyond school and helped fund a Certificate course in Workplace Practices, resulting in two graduates in 2024. Our Mental Health Fund Menu has been used to access Berry Street Education Model training, four days of professional learning over 18 months, which will support the continued implementation of the School wide positive behaviour support model and inclusion of the Resilience Project.



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 20 students were enrolled at this school in 2024, 5 female and 15 male.

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

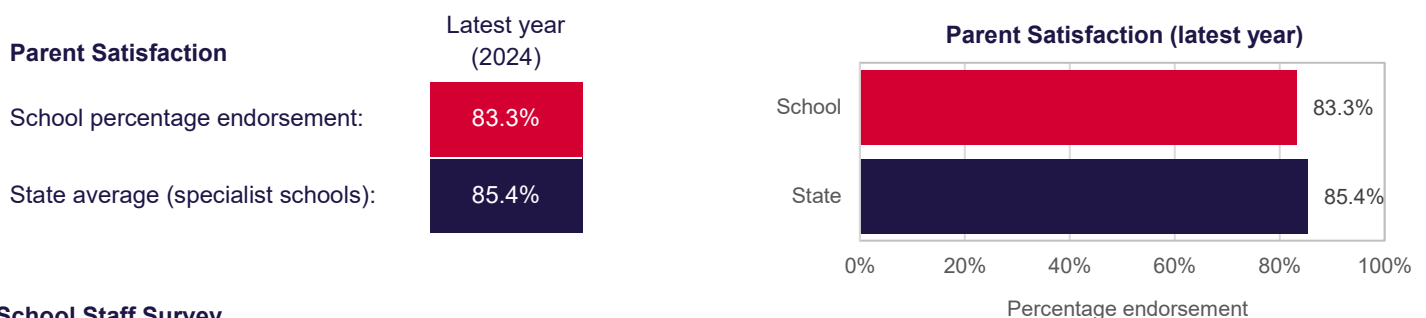
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

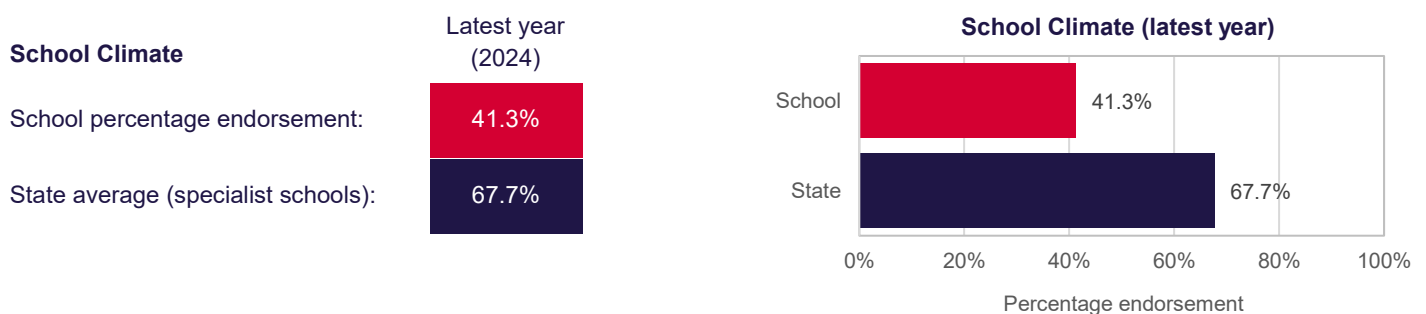


School Staff Survey

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.



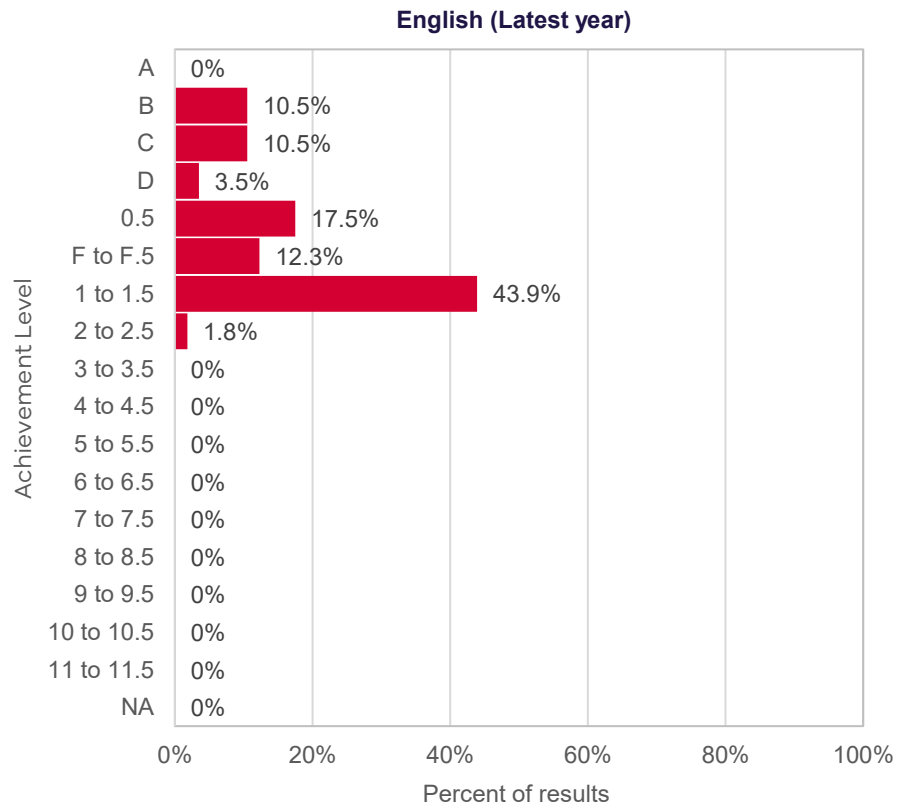
LEARNING

Teacher Judgement of student achievement

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

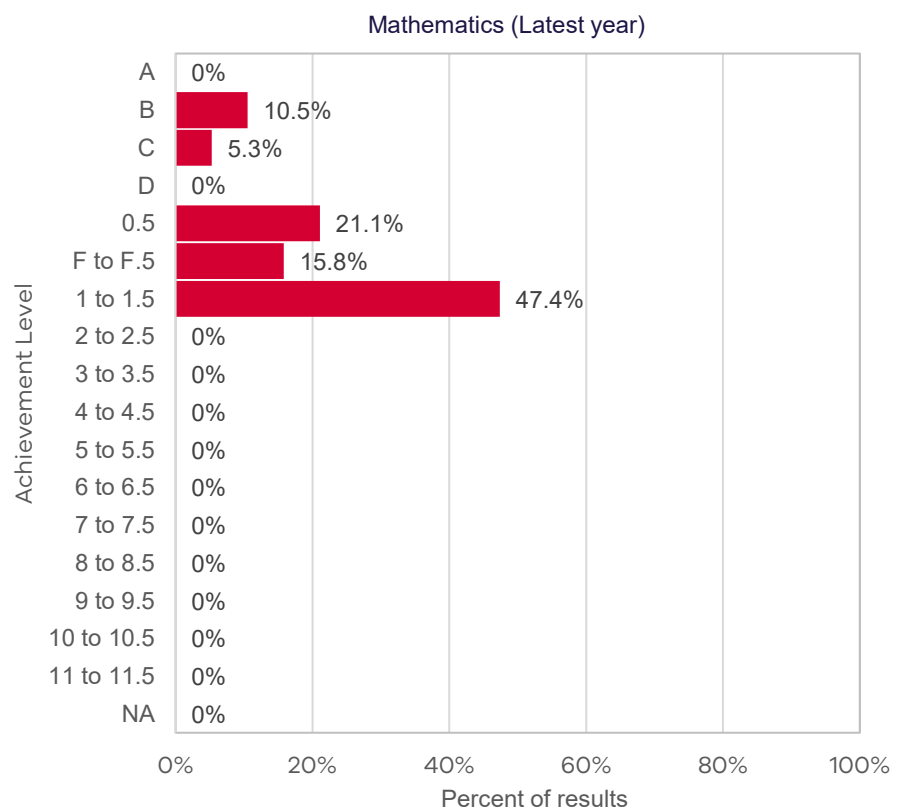
English

Achievement Level	Latest year (2024)
A	NDA
B	10.5%
C	10.5%
D	3.5%
0.5	17.5%
F to F.5	12.3%
1 to 1.5	43.9%
2 to 2.5	1.8%
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 (2024)
A	NDA
B	10.5%
C	5.3%
D	NDA
0.5	21.1%
F to F.5	15.8%
1 to 1.5	47.4%
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



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:	100.0%	100.0%	100.0%	NDP	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$991,439
Government Provided DET Grants	\$254,920
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$72,621
Locally Raised Funds	\$8,590
Capital Grants	\$0
Total Operating Revenue	\$1,327,569

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,147
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,147

Expenditure	Actual
Student Resource Package ²	\$844,727
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$15,171
Communication Costs	\$2,141
Consumables	\$24,096
Miscellaneous Expense ³	\$12,585
Professional Development	\$16,104
Equipment/Maintenance/Hire	\$52,122
Property Services	\$70,446
Salaries & Allowances ⁴	\$38,198
Support Services	\$63,202
Trading & Fundraising	\$2,713
Motor Vehicle Expenses	\$9,960
Travel & Subsistence	\$0
Utilities	\$22,972
Total Operating Expenditure	\$1,174,436
Net Operating Surplus/-Deficit	\$153,134
Asset Acquisitions	\$0

- (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	\$1,180,264
Official Account	\$9,713
Other Accounts	\$0
Total Funds Available	\$1,189,977

Financial Commitments	Actual
Operating Reserve	\$54,951
Other Recurrent Expenditure	\$7,977
Provision Accounts	\$0
Funds Received in Advance	\$105,043
School Based Programs	\$460,773
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$230,000
Capital - Buildings/Grounds < 12 months	\$360,000
Maintenance - Buildings/Grounds < 12 months	\$11,376
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,230,121

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.

