

2023 Annual Report to the School Community

School Name: Hampton East School (6368)



- 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 2024 at 10:00 AM by Juliet Cooper (Principal)

- This 2023 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 26 March 2024 at 02:50 PM by Andrew Mitchell (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).

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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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About Our School

School context

Katandra Berendale Special School (interim name) is a co-educational School that caters for a diverse range of students. Our school is for students aged 5 to 18 with a mild to moderate Intellectual Disability and provides individualised learning for all students. We believe that all students have skills and abilities that will enable them to work, volunteer and add value to the community. In 2023 there were 137 students enrolled at the school across two campus sites. Our Junior Campus in Walsh Street Ormond accommodating 41 students and our Senior Campus in Berend Street, Hampton East accommodating 103 students. Staff taught across sites and preparation for the merge onto one site was a focus for 2023. Both Campuses are situated near public transport, close to recreational facilities including beaches, and within walking proximity to retail and primary produce outlets. Katandra Berendale Special School (interim name) provides a caring and friendly environment, which is safe, calm, orderly and positive, allowing our students to thrive. Our enrolments are drawn from a range of local special, mainstream primary and secondary schools in the Bayside and SAGE Networks. In 2023, 23 students graduated from Katandra Berendale Special School with 100% of these students going onto post school options including TAFE and supported Workplace services. Our current staff are situated across the two sites with approximately 55 staff, inclusive of teachers and education support staff. In 2023 the school employed for the first time a team of Allied Health Professionals to support the needs of the students. These included Speech Occupational Health and a full time Mental Health Practitioner to work across both sites. With new facilities expected in 2024 enrolments are expected to increase in 2023, then again in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 our whole school came together to work on our agreed vision and whole school mission. These were successfully achieved through curriculum day and professional learning meetings. Our new school consultative team was formed, and the Principals Working Party met and submitted a range of new names to the Schools Priority Group for presentation to the Minister. Our leadership team appointed two Learning Specialists one each for English and Maths and each reviewed and evaluated the Teaching and Learning Models previously used by each school. Our Learning Specialists identified key strategies to improve student learning outcomes in literacy and numeracy through the evaluation of existing data that each school had and research into alternatives for implementation in 2024. New whole school templates were created and a whole school scope and sequence for both English and Math was implemented to support the implementation of the Victorian Curriculum. Specifically designed to meet the needs of all students. The Victorian Curriculum (F-Year 10) is used throughout the school. Teachers create an individual educational learning plan for every student. The basis of every plan is to provide an individualised, positive learning experience that includes the student strengths and interests.

Our Senior School teaching and learning focuses on a broad range of programs aligned to the Victorian Curriculum for students in Years 7-10 along with the Victorian Pathways Certificate in Year 11 and 12. Students engage in the VPC through applied learning that provides flexibility to meet individual learning needs. The VPC curriculum develops the skills, knowledge, values, and capabilities that enable students to make informed choices about pathways into further education, training and/or employment. Our experienced staff use their expertise and knowledge of student development and various modes of learning to modify the curriculum to fully engage students. This can be the catalyst to maximising our students learning potential.

Our staff work collaboratively in PLC teams to evaluate student learning data and plan learning experiences that support and encourage students to develop agency in, and a lifelong love of, learning. We have a strong focus on continued professional learning; individually, in PLC teams and as a whole staff to continually refine our pedagogical practice.

Wellbeing

Katandra Berendale Specialist School (interim name) has begun implementing the School Wide Positive Behaviour Support program (SWPBS) framework to underpin all our teaching and learning experiences. The review of both campus sites revealed that although both schools had previously implemented SWPBS both were at very different stages in implementation and embedding of the framework. In consultation with staff and regional support we determined that this would be a whole school focus for 2024. The

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school confirmed its desire work collaboratively and maintain a collective responsibility for improving student learning outcomes with the provision for the whole school focus on behaviour and student wellbeing. In 2023 our SWPBS PLC team began phase one of the implementation phase of this framework to ensure staff have the underpinning knowledge needed to deliver the framework with validity and authenticity. this will be continued in 2024.

The employment of our Allied Health Team ensured that the priority of student wellbeing was upheld to support students in 2023 these new staff included Speech Pathologist with Therapy Dog, a new Mental Health Practitioner to work across the whole school and a full time Occupational Therapist.

Engagement

The Victorian Curriculum underpins the learning outcomes for every student at Katandra Berendale Special School. Teachers continue to implement a range of literacy and mathematic programs supported by English, Math Learning Specialists and SWPBS and Respectful Relationship School Leaders.

Student non-attendance levels are relatively low at Katandra Berendale Special School as attendance is followed up regularly and care team meetings are set up for students with complex needs. Katandra Berendale Special School has been strategic in human resource management to support students appropriately. Class sizes are small, and each class is supported by one or more Education Support staff member and an Allied Health Team member. Special Education Teacher and one Education Support Class at all times. Allowing our team to tailor learning appropriately resulting in greater engagement and attendance.

In 2023 our Trade Kitchen highlighted the abilities of our students by allowing them to develop valuable skills in hospitality, financial literacy, marketing and event management. This includes learning about customer service, food preparation, hygiene, record keeping and coffee making skills. Students catered for many events throughout the year. At Katandra Berendale School Year 11 and 12 students undertook the Victorian Pathways Certificate (VPC) Foundation Program. Our VPC program prepared students for post-school pathways by focusing on practical and employability skills to ensure we maximise learning opportunities and engagement in the Victorian Curriculum for all students with a disability. On review of the curriculum across both campus sites 2024 will see the implementation of the Duke of Edenborough Program to further support students' engagement and the Award Scheme Development and Accreditation Network (ASDAN) program that more specifically caters for students with disabilities.

Other highlights from the school year

Financial performance

Katandra Berendale Special School (interim name) exercised sound financial management by suitably expending funds on both human and

physical resources resulting in a net surplus as well as trialling a number of new curriculum programs to support the merge onto one site in 2024. Revenue sources and figures remain consistent with past financial years. Of note, while the Victorian Schools Building Authority (VSBA) managed the project for our Junior upgrade at the Hampton Street site the school still expended many expenditures associated with facilities management and included the servicing and maintenance of buildings and playgrounds. Both sites installed new accessibility compliant ramps installed to meet the needs of more students also undertaken by the Victorian Schools Building Authority (VSBA). Fundraising activities were directed towards sensory and playground equipment to support the Allied Health Team strategies that are being implemented to support students with more complex behaviours.

In 2023 the school received the Cassandra Gartner Grant to support these purchases and accepted smaller philanthropic donations for our new Fitness Centre from Rotary Hampton. 2023 also saw the consolidation of vehicles 6 buses and 3 trailers across both campus sites was reduced to four buses and the procurement of a mobile coffee van for the Victorian Pathways Certificate Program (VPC). We are happy to be taking delivery of this new asset in 2024.

For more detailed information regarding our school please visit our website at
<https://berendale.vic.edu.au/>



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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 142 students were enrolled at this school in 2023, 42 female and 100 male.

9 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).

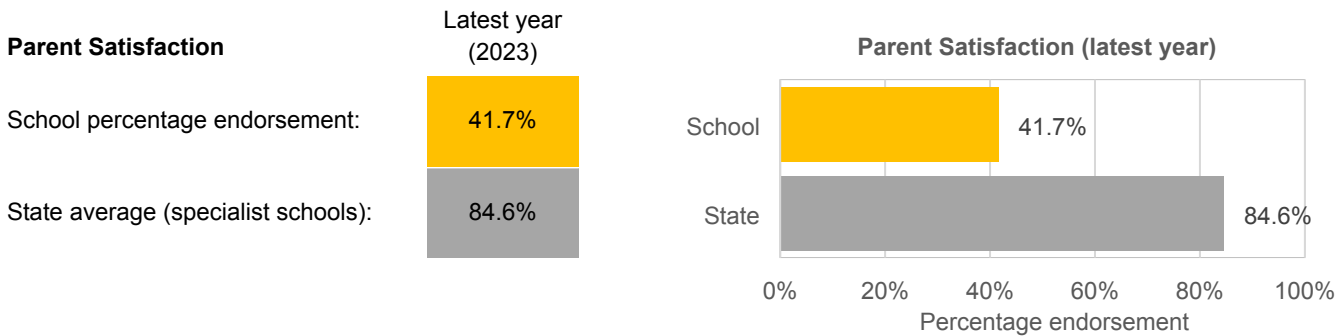
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

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.

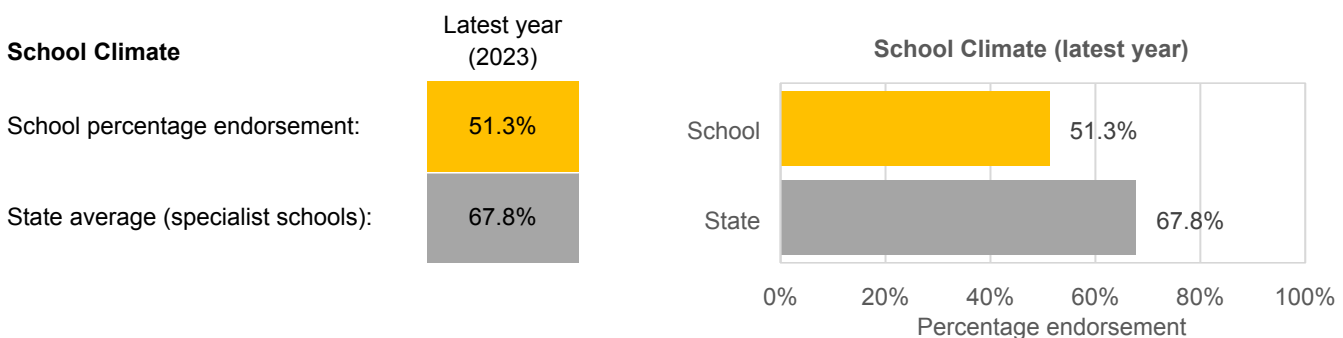


School Staff Survey

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

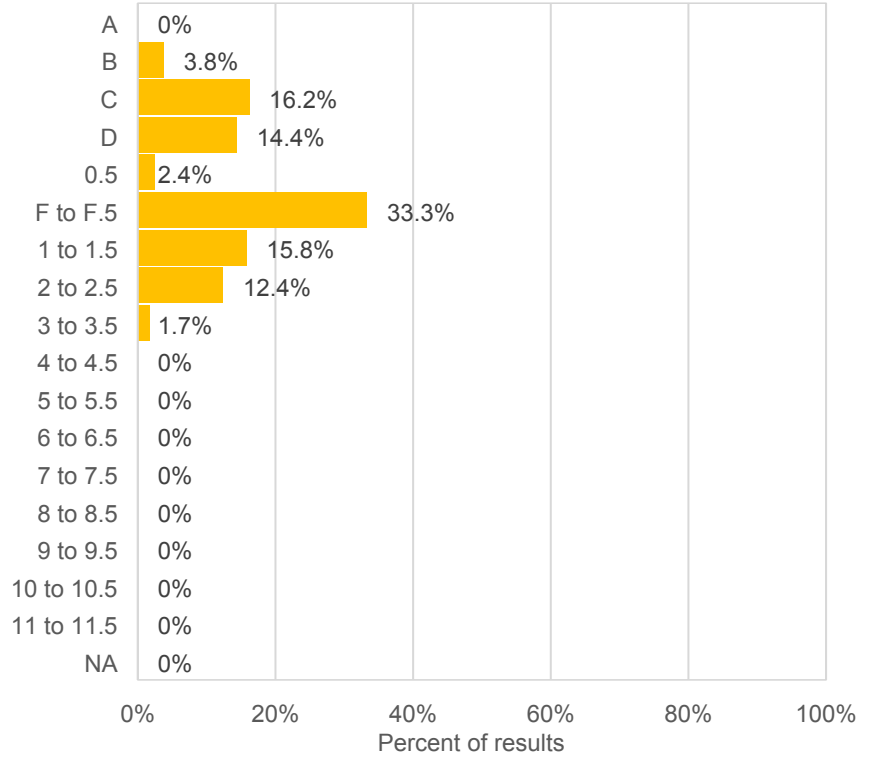
Percent of results at each achievement level in English and Mathematics.

English

Achievement Level	Latest year (2023)
A	NDA
B	3.8%
C	16.2%
D	14.4%
0.5	2.4%
F to F.5	33.3%
1 to 1.5	15.8%
2 to 2.5	12.4%
3 to 3.5	1.7%
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

Achievement Level

English (Latest year)

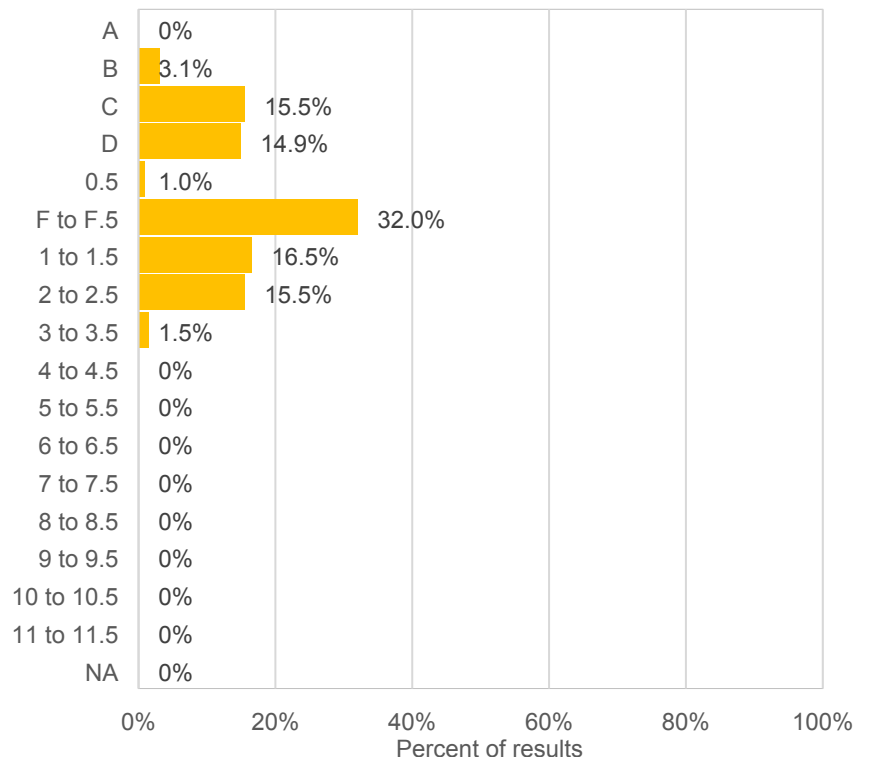


Mathematics

Achievement Level	Latest year (2023)
A	NDA
B	3.1%
C	15.5%
D	14.9%
0.5	1.0%
F to F.5	32.0%
1 to 1.5	16.5%
2 to 2.5	15.5%
3 to 3.5	1.5%
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

Achievement Level

Mathematics (Latest year)



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	2020	2021	2022	2023	4-year average
School average number of absence days:	NDA	NDA	NDA	30.3	30.3

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$6,964,476
Government Provided DET Grants	\$1,338,775
Government Grants Commonwealth	\$5,800
Government Grants State	\$0
Revenue Other	\$63,117
Locally Raised Funds	\$93,751
Capital Grants	\$0
Total Operating Revenue	\$8,465,918

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,264
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,264

Expenditure	Actual
Student Resource Package ²	\$5,260,905
Adjustments	\$0
Books & Publications	\$29
Camps/Excursions/Activities	\$78,082
Communication Costs	\$7,822
Consumables	\$71,861
Miscellaneous Expense ³	\$177,525
Professional Development	\$31,341
Equipment/Maintenance/Hire	\$181,668
Property Services	\$92,234
Salaries & Allowances ⁴	\$4,601
Support Services	\$1,071,066
Trading & Fundraising	\$3,350
Motor Vehicle Expenses	\$16,127
Travel & Subsistence	\$165
Utilities	\$67,297
Total Operating Expenditure	\$7,064,074
Net Operating Surplus/-Deficit	\$1,401,844
Asset Acquisitions	\$96,586

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$55,524
Official Account	\$54,407
Other Accounts	\$0
Total Funds Available	\$109,932

Financial Commitments	Actual
Operating Reserve	\$287,721
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,115,610
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	\$1,403,331

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.