2017 Annual Report to the School Community

School Name: Furlong Park School For Deaf Children

School Number: 5214

- 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 2017 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 30 April 2018 at 05:42 PM by Lee Bullock (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 2017 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 23 May 2018 at 10:07 PM by Anh Le (School Council President)

About Our School

School Context

Furlong Park School for Deaf Children is situated in the outer suburb of Sunshine North and is a well-equipped purpose-built facility for Deaf children aged 3+ to the end of Year 6. The school provides bi-lingual (English/Auslan) educational programs for deaf children from the Northern and Western Regions of Melbourne. Furlong Park have teachers who are qualified Teachers of the Deaf or are working towards this certification. This school has 19 equivalent full-time staff: 2 principal class (1 Principal, 1 Assistant Principal), 13 teachers and 11 Education Support Staff.

Enrolment is based on DET eligibility requirements of a 40dB (minimum) permanent bilateral sensorineural hearing loss. Enrolment numbers are around 80 and have gradually increased over previous years. Each child has an Individual Learning Plan consisting of goals devised in partnership between families, teachers and therapists, and is negotiated at School Support Group meetings.

The Early Learning Centre and School are aligned to the Victorian Early Years Learning and Developmental Framework and the Victorian Curriculum. In F-6, the school reports on student achievement in English, Maths, Personal and Social Capabilities, Science, Auslan, Critical and Creative Thinking, Ethical and Intercultural Capabilities as well as speech. The school also reports on specialist subjects of Physical Education, Visual Arts and ICT.

The School Family Occupation and Education index is 0.6322 with approximately 40% of students from a language background other than English. Many students use Auslan as their primary language, however this language is not always used or known by their families and Auslan is taught to all students and classes are offered to families.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning
Building Leadership Teams
Professional learning teams have been established
Empowering students and building school pride

The school has prioritized Excellence in Teaching and Learning and Professional Leadership, to build on the work of documenting our curriculum, especially in the areas of literacy, numeracy and communication as well as to further develop the effectiveness of school teams to deliver quality teaching and learning practices. Curriculum leaders are using the Victorian Curriculum and adding in the modifications that are necessary for Deaf children to meet the standards. This will then form the Furlong Park Curriculum. In order to achieve this, the school is participating in the DET Professional Learning Communities Project to build the capacity of all teachers and leaders in the school to be able to deliver high quality curriculum with differentiated teaching strategies aimed at each child's Zone of Proximal Development (ZPD) and their learning styles.

Achievement

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals. Student achievement is beginning to be tracked and will be done so in an electronic form in 2018.

ABLES and Victorian Curriculum assessment data reflects student growth as measured in the domains of English, Mathematics and Personal and Social Capabilities.

Engagement

Attendance rates are affected by a number of factors, including extensive and frequent illnesses that often require hospital admissions and families who choose to take extended family holidays overseas during school terms. A staff member has been assigned to track and monitor attendance. Phone calls are made to parents on the first day of absence. Parents are reminded in Student Support Group meetings of the importance of sending their children to school when they are healthy and able. This is also supported through written communications with parents and families. Improved and regular communication between parents, school and the students has encouraged attendance. Engagement of parents is essential to engage students and we have been increasing the numbers of parents attending SSG meetings. To more fully engage parents in the education and to support the wellbeing of their children, free Auslan classes are also offered to parents and families of the school community.

Wellbeing

The school allocates two teachers to Wellbeing Officer roles. Their work is to educate staff in how to successfully implement Positive Behaviour Support (PBS) strategies. They create behaviour plans for the students who are at risk and engage with Visiting Teachers who support children with behaviour challenges. Behaviour is carefully monitored and tracked in order to track trends and address these. Staff are required to complete their Online Challenging Behaviour modules. The PBS supports our school values: I am Responsible, I am a Learner, I am Safe and I care for Others. The school community acknowledges student positive behaviour in the yard, the classroom, on the school bus and in specialist classes. Students are actively involved in identifying student positive behaviours and these are demonstrated at school assemblies where students are publicly recognized with certificates and awards.

The school is supported through the employment of a Family Liaison Officer who works closely with families, in particular those new to the school, to facilitate a smooth and supportive transition to the school for our children.

For more detailed information regarding our school please visit our website at
http://www.furlongpark.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
        Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 60 students were enrolled at this school in 2017, 26 female and 34 male.

40 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2014	2015	2016	2017	4-year average
Average absence days	32.9	32.7	31.0	29.3	31.5

Exit destinations

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

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

Year	2014	2015	2016	2017	4-year average
% of students to further studies or employment	ND	ND	100.0	100.0	100.0

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 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*'?

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.

Financial Performance and Position

Financial performance and position commentary

The school ended the 2017 year in a relatively strong financial position and well managed funds enabled us to have a surplus. We received $611,000 in capital works and maintenance funding which was used to supply a new roof and air conditioning system through the school. The school received a few small grants such as the sporting schools grant, Professional Learning PLC grant, Apps for Inclusive Education, State Schools Relief, Deaf Children Australia camps fund throughout the year which provided for a number of small projects, including provision of a Circus Skills unit in our PE program. DET grants and equity funding provided for additional support for our Koorie children and provision of Speech Therapists and Family Liaison Officer.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$1,985,320
Government Provided DET Grants	$349,588
Government Grants Commonwealth	$7,636
Revenue Other	$49,955
Locally Raised Funds	$46,024
Total Operating Revenue	**$2,438,523**

Equity[1]	
Equity (Social Disadvantage)	$71,179
Transition Funding	$2,997
Equity Total	**$74,176**

Expenditure	
Student Resource Package[2]	$1,864,232
Books & Publications	$1,866
Communication Costs	$8,164
Consumables	$28,894
Miscellaneous Expense[3]	$64,154
Professional Development	$6,806
Property and Equipment Services	$111,669
Salaries & Allowances	$127,021
Trading & Fundraising	$4,384
Travel & Subsistence	$5,853
Utilities	$24,384

Total Operating Expenditure	**$2,247,428**
Net Operating Surplus/-Deficit	**$191,095**
Asset Acquisitions	**$70,269**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$451,361
Official Account	$10,438
Other Accounts	$218,205
Total Funds Available	**$680,004**

Financial Commitments	
Operating Reserve	$55,885
Asset/Equipment Replacement < 12 months	$106,000
Capital - Buildings/Grounds incl SMS<12 months	$160,000
Maintenance - Buildings/Grounds incl SMS<12 months	$90,000
School Based Programs	$192,119
Maintenance -Buildings/Grounds incl SMS>12 months	$76,000
Total Financial Commitments	**$680,004**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.