

# 2018 Annual Report to The School Community



**School Name: Furlong Park School For Deaf Children (5214)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 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 29 April 2019 at 03:07 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 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 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 29 April 2019 at 03:42 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 20.8 equivalent full-time staff including 2 principal class (1 Principal, 1 Assistant Principal), 10.8 teachers and 8.0 Education Support Staff (FTE). The school's team of Speech Pathologists form a vital part of support for all students and staff.

Enrolment is based on DET eligibility requirements of a 40dB (minimum) permanent bilateral sensorineural hearing loss. 46.4 students attended from Prep to year 6 and 31 in our 3 and 4 year old program. 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.

Furlong Park School for Deaf Children promotes and upholds our vision 'Accessing the world through Language and Learning'

Our purpose is: Empower - Enrich - Educate

Our values are 'We are responsible, We care for others, We are good learners and We are safe.'

### Framework for Improving Student Outcomes (FISO)

Building practice excellence

Goal 1: To improve individual student learning growth in a culture of high expectations

Key Improvement Strategy: Develop highly effective Professional Learning Communities across the school  
- PLC were established throughout the school and teachers met regularly, formed protocols, completed inquiry cycles and discussed student progress, implemented the Department framework of High Impact Teaching Strategies (HITS).

Key Improvement Strategy: Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy

- through PLC cycle, teachers collected data about students' vocabulary and collaboratively evaluated this data to inform teaching practice

Building communities

Goal 2: To improve student, parent and the school community engagement in learning

- All classes are now using Seesaw with nearly all parents connected to Seesaw  
- In a 4 month period we went from 0 to 1472 total parent visits on SeeSaw  
- Family BBQ at the start of the year was attended by more families than ever before.  
- Near 100% attendance rate to SSG meetings. Nearly all SSG meetings were attended.

Empowering students and building school pride

Goal 3: To develop a safe, calm and orderly learning environment

Key Improvement Strategy: Embed Positive Behaviour Support throughout the school.

- Furlong Park signed up to become a certified PBS school by working with the PBS coordinator in the Brimbank area.
- Implementation of the Friendship Saver Program from an outside agency to explicitly teach conflict resolution and friendship building strategies
- More teachers teaching emotions and self-regulation strategies explicitly, including the use of emotion walls, 'calm down' areas etc.
- Creation of behaviour support plans for Tier 2/3 students has led to a change in behaviour management practices by staff
- Attendance data has been closely monitored and followed up promptly by leadership

## Achievement

In 2018 Furlong Park continued to use the Victorian Curriculum as the framework for teaching. The introduction of the Judgment Tool meant that student achievement can be tracked electronically from one semester to the next. Professional Development and the introduction of PLCs supported teachers to build their confidence with this curriculum framework.

Students showed great progress with the achievement of their Individual Learning Goals and the following percentages show students who achieved 'Good progress' 'Very good progress' or 'Excellent progress':

Communication: 93.75

English: 91.6%

Maths: 91.6%

Social and Personal Learning goal 93.75%

In the 2018 Attitudes to School Survey, 86% of the students responded positively to 'Effective teaching time' and 86% responded positively to 'Stimulated Learning' and 86% responded positively to 'High expectations for success'.

Looking to the future, Furlong Park will create a Guaranteed and Viable Curriculum and use the many features available on Compass, which include recording of Student Achievement.

## Engagement

In the 2018 Attitudes to School Survey, 100% of students responded positively to 'motivation and interest' and 'self-regulation and goal setting' which are essential for student engagement. The Parent Opinion Survey showed a 100% positive response to 'Promoting positive behaviour' as well as 'Student connectedness'. 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. The introduction of Compass allowed notifications to be sent directly to parents when their child was absent so that they could respond immediately to the school when their child was recorded absent. This has improved our ability to track and monitor student absence and respond quickly to regular absences. Student attendance is encouraged by notifications in newsletters and encouraging parents in Student Support Groups meetings about the importance of attending school. It has been highlighted the absence of an Attendance Policy at the school which will be implemented in 2019 which give clear actions to address student non-attendance.

## Wellbeing

Students' wellbeing is a priority for Furlong Park. The school allocated two teachers to the Wellbeing Officer role and they worked closely with our Student Support Services. They attended many training sessions to enhance the Positive Behaviour Support (PBS) at our school and engaged working with the PBS coordinator for our

region. With the support of the PBS regional coordinator, a whole staff survey was conducted which highlighted the areas of success and areas for us to focus on in 2019. Furlong Park supports the school values: I am responsible, I am a learner, I am safe and I care for others. The school community regularly acknowledges student positive behaviour throughout the year, in the classroom and on the school bus. Students are actively involved in identifying student positive behaviour and these are demonstrated at specialist classes. Students at risk had behaviour plans created and Visiting Teachers provided professional development around supporting students with Autism. The Compass program was introduced to the school so that behaviour incidents were able to be recorded in one central place. The school was supported through the employment of a Family Liaison Officer who works closely with families, in particular those new to school, to facilitate a smooth and supportive transition.

Support for parents was also provided with free Auslan classes to help parents engage and communicate with their child.

### **Financial performance and position**

There was a surplus in case a child leaves and we lose PSD funding.

Deaf therapy was paid through the SRP as a credit and in previous years this was paid as a cash payment. This impacted our surplus by \$50 000

Extraordinary revenue:

- Small school attendance grant - bought Compass for two years
- Active kids funding \$1000 - all students could access Deaf Sports
- Deaf Children Australia gave \$100 per child towards camps
- Sporting Schools Grant went towards swimming, bike program and soccer program
- Stephanie Alexander Kitchen Grant of \$5000 supported the new chicken coop and recycling program

Expenditure:

- 1:1 iPad program for all students in the school area and for all staff
- painted main areas of the school and had blinds installed
- walkway between our two school buildings was installed
- sail shades were mended and new ones installed
- server relocation was complete

Equity funding was received and used towards our speech program.

**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

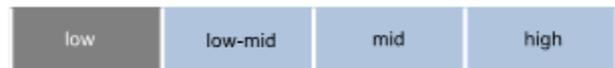
#### Enrolment Profile

A total of 66 students were enrolled at this school in 2018, 25 female and 41 male.

35 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).

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



#### 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  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
|---|---|-------|------------|---|----|---|----|---|-----|---|----|-----|-----|---------|-----|---------|----|---------|-----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|-----------|----|-----------|----|----|----|-------|------------|---|----|---|----|---|-----|---|----|-----|----|---------|-----|---------|-----|---------|-----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|-----------|----|-----------|----|----|----|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <div style="text-align: center;"> <p><b>Results: English</b></p> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>8%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>3%</td></tr> <tr><td>0.5</td><td>22%</td></tr> <tr><td>F - F.5</td><td>32%</td></tr> <tr><td>1 - 1.5</td><td>3%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>5%</td></tr> <tr><td>C</td><td>19%</td></tr> <tr><td>D</td><td>0%</td></tr> <tr><td>0.5</td><td>6%</td></tr> <tr><td>F - F.5</td><td>23%</td></tr> <tr><td>1 - 1.5</td><td>25%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>7%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> | Level | Percentage | A | 1% | B | 8% | C | 15% | D | 3% | 0.5 | 22% | F - F.5 | 32% | 1 - 1.5 | 3% | 2 - 2.5 | 10% | 3 - 3.5 | 1% | 4 - 4.5 | 0% | 5 - 5.5 | 0% | 6 - 6.5 | 0% | 7 - 7.5 | 0% | 8 - 8.5 | 0% | 9 - 9.5 | 0% | 10 - 10.5 | 0% | 11 - 11.5 | 0% | NA | 0% | Level | Percentage | A | 2% | B | 5% | C | 19% | D | 0% | 0.5 | 6% | F - F.5 | 23% | 1 - 1.5 | 25% | 2 - 2.5 | 10% | 3 - 3.5 | 7% | 4 - 4.5 | 1% | 5 - 5.5 | 0% | 6 - 6.5 | 0% | 7 - 7.5 | 0% | 8 - 8.5 | 0% | 9 - 9.5 | 0% | 10 - 10.5 | 0% | 11 - 11.5 | 0% | NA | 0% |
| Level   | Percentage  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| A   | 1%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| B   | 8%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| C   | 15%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| D   | 3%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 0.5   | 22%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| F - F.5   | 32%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 1 - 1.5   | 3%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 2 - 2.5   | 10%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 3 - 3.5   | 1%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 4 - 4.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 5 - 5.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 6 - 6.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 7 - 7.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 8 - 8.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 9 - 9.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 10 - 10.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 11 - 11.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| NA  | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| Level   | Percentage  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| A   | 2%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| B   | 5%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| C   | 19%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| D   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 0.5   | 6%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| F - F.5   | 23%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 1 - 1.5   | 25%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 2 - 2.5   | 10%   |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 3 - 3.5   | 7%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 4 - 4.5   | 1%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 5 - 5.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 6 - 6.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 7 - 7.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 8 - 8.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 9 - 9.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 10 - 10.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| 11 - 11.5   | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |
| NA  | 0%  |       |            |   |    |   |    |   |     |   |    |     |     |         |     |         |    |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |       |            |   |    |   |    |   |     |   |    |     |    |         |     |         |     |         |     |         |    |         |    |         |    |         |    |         |    |         |    |         |    |           |    |           |    |    |    |

## Performance Summary

| Engagement  | Student Outcomes  |       |       |       |                |      |                |  |      |       |       |       |       |
|---|---|-------|-------|-------|----------------|------|----------------|--|------|-------|-------|-------|-------|
| <p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p> | <table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>32.7</td> <td>31.0</td> <td>29.3</td> <td>36.2</td> <td>32.3</td> </tr> </tbody> </table>                             | Year  | 2015  | 2016  | 2017           | 2018 | 4-year average | Average absence days                           | 32.7 | 31.0  | 29.3  | 36.2  | 32.3  |
| Year  | 2015  | 2016  | 2017  | 2018  | 4-year average |      |                |  |      |       |       |       |       |
| Average absence days  | 32.7  | 31.0  | 29.3  | 36.2  | 32.3           |      |                |  |      |       |       |       |       |
| <p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>  | <table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table> | Year  | 2015  | 2016  | 2017           | 2018 | 4-year average | % of students to further studies or employment | ND   | 100.0 | 100.0 | 100.0 | 100.0 |
| Year  | 2015  | 2016  | 2017  | 2018  | 4-year average |      |                |  |      |       |       |       |       |
| % of students to further studies or employment  | ND  | 100.0 | 100.0 | 100.0 | 100.0          |      |                |  |      |       |       |       |       |

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,180,111        |
| Government Provided DET Grants | \$355,350          |
| Government Grants Commonwealth | \$5,400            |
| Government Grants State        | \$5,000            |
| Revenue Other                  | \$77,497           |
| Locally Raised Funds           | \$46,792           |
| Capital Grants                 | \$40,712           |
| <b>Total Operating Revenue</b> | <b>\$2,710,861</b> |

| Equity <sup>1</sup>          |                  |
|------------------------------|------------------|
| Equity (Social Disadvantage) | \$110,462        |
| Transition Funding           | \$1,544          |
| <b>Equity Total</b>          | <b>\$112,006</b> |

| Expenditure                           |             |
|---------------------------------------|-------------|
| Student Resource Package <sup>2</sup> | \$1,986,250 |
| Books & Publications                  | \$1,910     |
| Communication Costs                   | \$1,787     |
| Consumables                           | \$38,708    |
| Miscellaneous Expense <sup>3</sup>    | \$109,426   |
| Professional Development              | \$5,040     |
| Property and Equipment Services       | \$154,805   |
| Salaries & Allowances <sup>4</sup>    | \$151,996   |
| Trading & Fundraising                 | \$4,863     |
| Travel & Subsistence                  | \$3,238     |
| Utilities                             | \$29,759    |

|                                    |                    |
|------------------------------------|--------------------|
| <b>Total Operating Expenditure</b> | <b>\$2,487,784</b> |
|------------------------------------|--------------------|

|                                       |                  |
|---------------------------------------|------------------|
| <b>Net Operating Surplus/-Deficit</b> | <b>\$223,077</b> |
|---------------------------------------|------------------|

|                           |                  |
|---------------------------|------------------|
| <b>Asset Acquisitions</b> | <b>\$136,096</b> |
|---------------------------|------------------|

### Financial Position as at 31 December, 2018

| Funds Available               | Actual           |
|-------------------------------|------------------|
| High Yield Investment Account | \$343,806        |
| Official Account              | \$8,690          |
| Other Accounts                | \$223,564        |
| <b>Total Funds Available</b>  | <b>\$576,060</b> |

| Financial Commitments                       |                  |
|---|------------------|
| Operating Reserve                           | \$71,475         |
| Funds Received in Advance                   | \$5,792          |
| School Based Programs                       | \$27,900         |
| Asset/Equipment Replacement < 12 months     | \$59,299         |
| Capital - Buildings/Grounds < 12 months     | \$370,500        |
| Maintenance - Buildings/Grounds < 12 months | \$13,000         |
| Maintenance - Buildings/Grounds > 12 months | \$28,000         |
| <b>Total Financial Commitments</b>          | <b>\$575,967</b> |

- (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 15 March 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 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 '*ND*' mean?

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.