2019 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).
- 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 2019 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 04 September 2020 at 04:36 PM by Lee Bullock (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 October 2020 at 03:32 PM by Alice Kelly (School Council President)

About Our School

School context

Furlong Park School for Deaf Children is a well-equipped, purpose-built facility for Deaf children aged 3+ to the end of Year 6 and is situated in Sunshine North, 16 kilometres north-west of Melbourne CBD. The school provides bi-lingual (English/Auslan) educational programs for deaf children from the Northern and Western Regions of Melbourne.

Furlong Park School for Deaf Children's vision is to Empower – Enrich – Educate. Our mission is to enable our students to access the world through language and learning. We aim to provide a bilingual, student-centred and high-impact education, empowering each student to thrive academically, socially and emotionally and enriching their sense of belonging within our school, and the broader community. Furlong Park School for Deaf Children is committed to implementing School Wide Positive Behaviour Support (SWPBS) by embracing the below values:
•   Caring for others,
•   Being a good learner,
•   Being safe and
•   Being responsible.

We recognise diversity and individual differences in cognitive, emotional, social and educational growth, gender, culture, background and lifestyle, and aspire to provide a bilingual (Auslan and English) and bi-cultural program that offers exposure to the language, cultures, values and attributes of both Deaf and Hearing communities.

Enrolment is based on DET eligibility requirements of a 40dB (minimum) permanent bilateral sensorineural hearing loss. In 2019, 48 students attended from Prep to Year 6 and 24 in our 3 and 4 year old program.   The school's SFOE is 0.5986. The staffing profile is made up of 1 principal, 1 assistant principal, 1 leading teacher, 13 teachers (11 EFT), 9 education support staff (5.74 EFT), 2 Speech Therapists (1.2 EFT), 1 administration officer (0.8 EFT) and 1 business manager (1.0 EFT).

Framework for Improving Student Outcomes (FISO)

In 2019, the school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Building Communities and Empowering Students and Building School Pride. This included:
- Develop highly effective Professional Learning Communities across the school
- Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy
- Build teacher capacity to confidently align and differentiate their planning and instruction with the Victorian Curriculum
- Improve the connections between parents, students and staff.
- Embed Positive Behaviour Support throughout the school.

To support implementation of these KIS, the Leading Teacher was appointed as a coach to our PLCs. Positive gains were made and were made evident in the School Staff survey and in the School Review conducted at the end of 2019.

Achievement

In 2019, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Students showed very good progress with the achievement of their Individual Learning Goals as identified in their Individual Learning Plans.

In the 2018 Attitudes to School Survey, 90.6% of the students responded positively to 'Self-regulation and goal setting' and 92.5% responded positively to 'Motivation and interest'.

Looking to the future,Furlong Park will create a Guaranteed and Viable Curriculum (GVC) and use the many features available on Compass, which include recording of Student Achievement. The GVC will provide a sharper focus when

creating Student Achievement Goals.

Engagement

Furlong Park School for Deaf Children students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

In 2019, the school focused on KIS related to the FISO dimension of Empowering Students and Building School Pride. The work in this area is ongoing and intentional and includes developing a consistent approach to the implementation of School Wide Positive Behaviour Support (SWPBS).
Staff worked alongside the regional SWPBS coach to gain 'Blue Level' and have a focus on achieving Silver Level by the end of 2023. The school had a focus to reduce the number of office referrals, reduce student absences and increase the positive endorsement in the Staff Opinion Survey around Staff Psychological safety. We were able to meet our target in reducing student absences. This was supported by the implementation of Compass, which allowed parents to notify student absences via their app on the day of absence, which significantly reduced administration time.

Wellbeing

We have made significant progress in student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey results.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2019, the school continued to promote a positive learning environment for all students through SWPBS. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 85% responding positively to Managing Bullying, 90% Not Experiencing Bullying, 100% responding positively to Promoting Positive Behaviour and 100% of parents responding positively to Respect for Diversity.

The staff had a very high positive response to School Staff Safety and Wellbeing of 88%, according to the School Staff Survey.

To compliment SWPBS, the school will adopt the DET recognised Respectful Relationships program in 2020 which will aim to further enhance the wellbeing of our students.

Financial performance and position

Furlong Park School for Deaf Children maintained a very sound financial position throughout 2019. The 2018-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of $254, 008. This surplus occurred from carry over from previous years. Equity Funding was received and used for targeted initiatives outlined in our AIP.

Extraordinary revenue:
- Active kids funding $1000 - all students could access Deaf Sports
- Deaf Children Australia gave $100 per child towards camps
- Two Sporting Schools Grant went towards swimming, bike program and soccer program
- Employee Wellbeing Reform $20 000 spent on internal fencing

- Equipment Boost for schools (2018 grant) $56 000 for i Pads
- Mondo Recycling program $1000
- Employee Assistant Fund from Commonwealth Government - $6000 per Deaf staff member for interpreters

Extraordinary expenditure:
- Furniture upgrade
- Fence upgrade
- Ramp upgrade on Aurora building
- Technology upgrade with iPad 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 65 students were enrolled at this school in 2019, 24 female and 41 male.

40 percent were EAL (English as an Additional Language) students and 6 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.

low	low-mid	mid	high
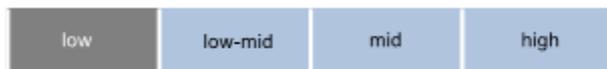
Parent Satisfaction Summary

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
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	2016	2017	2018	2019	4-year average
Average absence days	31.0	29.3	36.2	27.2	30.9

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	2016	2017	2018	2019	4-year average
% of students to further studies or employment	100.0	100.0	100.0	ND	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, 2019	
Revenue	**Actual**
Student Resource Package	$2,391,553
Government Provided DET Grants	$423,107
Government Grants Commonwealth	$3,600
Government Grants State	$1,221
Revenue Other	$67,493
Locally Raised Funds	$46,964
Capital Grants	$0
Total Operating Revenue	**$2,933,937**

Equity[1]	
Equity (Social Disadvantage)	$75,189
Equity Total	**$75,189**

Expenditure	
Student Resource Package[2]	$2,193,889
Books & Publications	$2,034
Communication Costs	$2,619
Consumables	$38,160
Miscellaneous Expense[3]	$147,874
Professional Development	$7,869
Property and Equipment Services	$119,389
Salaries & Allowances[4]	$126,722
Trading & Fundraising	$5,318
Travel & Subsistence	$3,545
Utilities	$32,511

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$494,426
Official Account	$9,493
Other Accounts	$0
Total Funds Available	**$503,919**

Financial Commitments	
Operating Reserve	$73,222
Other Recurrent Expenditure	$323
Funds Received in Advance	$9,554
School Based Programs	$79,980
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$304,500
Maintenance - Buildings/Grounds < 12 months	$15,900
Maintenance - Buildings/Grounds > 12 months	$8,000
Total Financial Commitments	**$501,479**

Total Operating Expenditure	**$2,679,929**
Net Operating Surplus/-Deficit	**$254,008**
Asset Acquisitions	**$132,216**

(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 26 February 2020 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.