

# 2020 Annual Report to The School Community



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

Furlong Park  
School for Deaf Children



- 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 2020 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 14 May 2021 at 10:43 AM by Shelley Fehring (Principal)

The 2020 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 14 May 2021 at 11:20 AM by Alice Kelly (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## 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

### Achievement

- 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).

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

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 2020, 48 students attended from Prep to Year 6. 18 students in our 3 and 4 year old program. The Schools SFOE is 0.5570. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 11 Teachers (9.40 EFT), 1 ES Higher Duties Teacher (0.6 EFT), 1 Speech Therapist (1.0 EFT), 1, Business Manager (1.0), 1 Administration Officer (1.0 EFT), 8 Education Support Staff (5.6 EFT)

### Framework for Improving Student Outcomes (FISO)

In 2020, the school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Intellectual engagement and self-awareness. This included:

- To embed an Instructional Model
- To use formative assessment to set Individual Learning Goals
- To embed the SWPBS framework

To support implementation of these KIS, the activities were modified for the context of remote and flexible learning. Remote and flexible learning was a new concept for staff, students and their parents and carers. It presented many challenges, though Furlong Park were well set up with technology to support this new way of learning.

With students having access to their 1:1 iPad and being familiar with the relevant apps, they were able to continue learning in this alternative method. The Seesaw Digital Learning Platform was the key for teachers to present lessons to students in a visual way for our students to understand. Students were able to share their responses with their teachers and progress could be tracked.

### Achievement

In 2020, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy for each student. 95% of student individual learning plan goals were achieved, with satisfactory to excellent levels of progress. During remote and flexible learning, staff were able to utilise online resources and further improve their use of the app, Seesaw, for delivery of content and interaction with students. This included providing recorded lessons and engaging in

video conferences with students, either 1:1 or as a whole class, each day. We plan to utilise the ICT skill development we observed in both staff and students during remote and flexible learning to continue the expansion of our 1:1 iPad program in 2021, where teachers will continue to use this technology to engage students and cater to different learning styles and needs.

Furlong Park School for Deaf Children also intends to mark 2021 with the implementation of our Instructional Model, and the development of a Guaranteed and Viable Curriculum (GVC). These aims will see lesson structures and teaching practice become more consistent across the school, and the teachers deepening their knowledge of the Victorian Curriculum to enhance learning goals and foci.

**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. To foster this Positive Climate for Learning, our focus was on Intellectual Engagement and Self Awareness. 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 with an aim on achieving Silver Level by the end of 2023. Student absence was significantly reduced from previous years, though this is not comparable due to the amount of time in remote learning.

Engagement of students during remote and flexible learning was quite high. Staff continued to track student attendance during remote learning and measured this by their daily interactions on Seesaw or the 1:1 student teacher conferences. For students who were not engaging with the online material, teachers and leadership teams followed through with parent contact to find ways this could be improved. Return to on site learning was a success with a very small number of students requiring a higher level of intervention from leadership and region to attend.

**Wellbeing**

The Health and Wellbeing of our students and staff were our key priorities in 2021. During remote and flexible learning, the school developed a data base for teachers to enter daily wellbeing information on every student in the school. This was carefully monitored by the leadership team and swift action was taken if there were any cause for concern. By establishing the 1:1 video conferences each day between the teacher and the student, this allowed regular contact that allowed the teacher time to not only touch base regarding the students work, but to observe and or discuss their current health and wellbeing situation. By providing class parties once per week via Webex, students were able to see and sign to their friends. Parent surveys showed an extremely high number of parents felt supported during this difficult time and that school was a safe place for their child.

The aim for the school was to roll out the DET recognised Respectful Relationships program though this will now occur in 2021 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 in 2020, with an operating surplus of \$244,253 in the Student Resource Package showing that the school operated effectively within its funding/income allocations. This surplus also includes surplus funds carried over from previous years. Expenditure is constantly monitored and best value and prices are sourced to support and resource our students to a high quality. We continue to improve and upgrade our equipment , furniture, communication tools and buildings, and will continue into the future. Funds were also used to maintain digital subscriptions that could support home learning during 2020.

Additional funding the school received from Local, State or Commonwealth Grants during 2020:

- Automatic Captioning Grant - \$5,000.00
- Sporting School Grants Term 1 & Term 4 - \$3,100.00

Revegetation Grant (Landcare Australia) - \$5,156.80 – Landscaping works in the Early Education Program  
Job Access Employee Assistance Fund - \$6,000.00 per deaf staff member for interpreting services  
Cleaning Uplift – COVID19 - \$3,358.97  
Early Years Koorie Literacy & Numeracy Program - \$1,700.00  
Lions Club Donation -\$100.00 – Senior Graduation Prizes  
Mondo Recycling Program - \$1,257.95 – Science

**For more detailed information regarding our school please visit our website at**  
<http://www.furlongpark.vic.edu.au>

# 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.

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 58 students were enrolled at this school in 2020, 27 female and 31 male.

43 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) which takes into account parents' occupations and education.

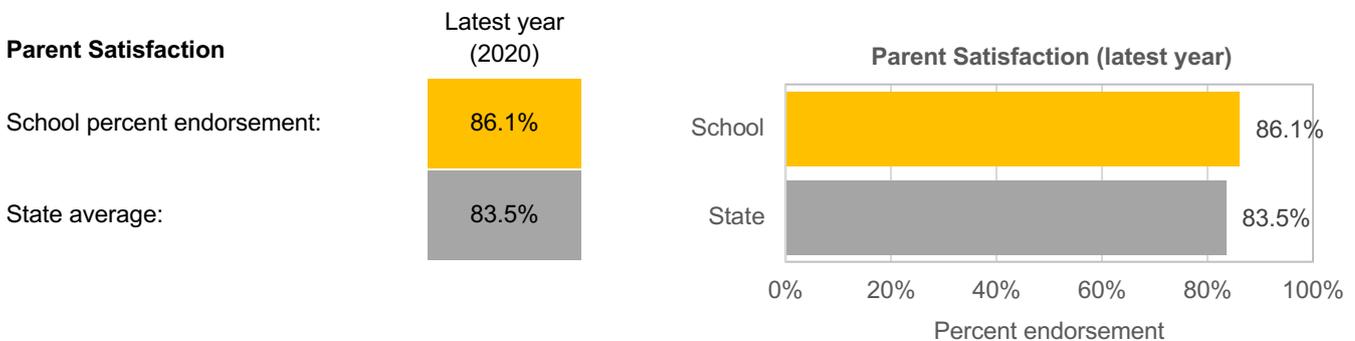
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

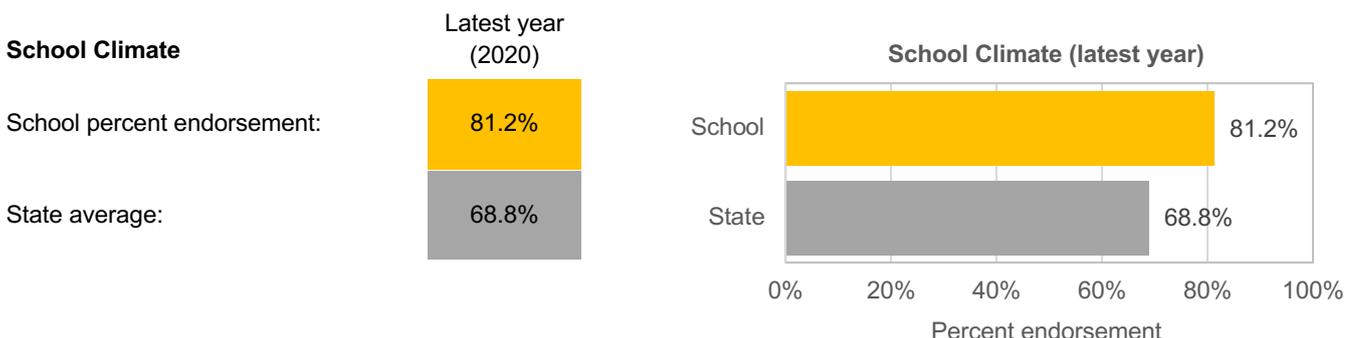


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent 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.



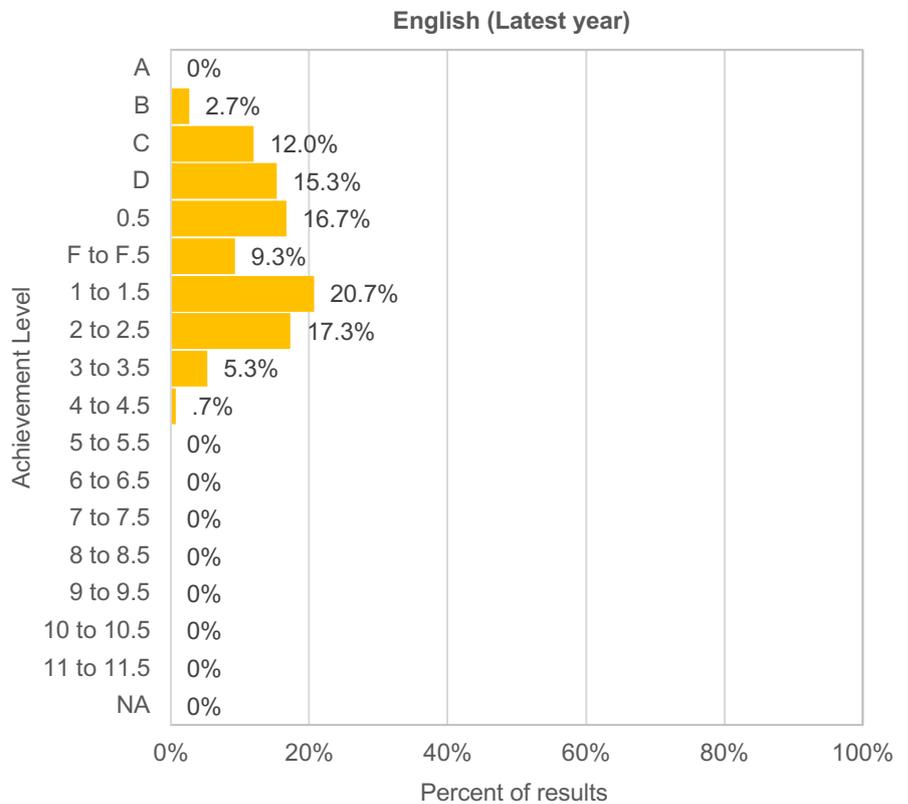
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

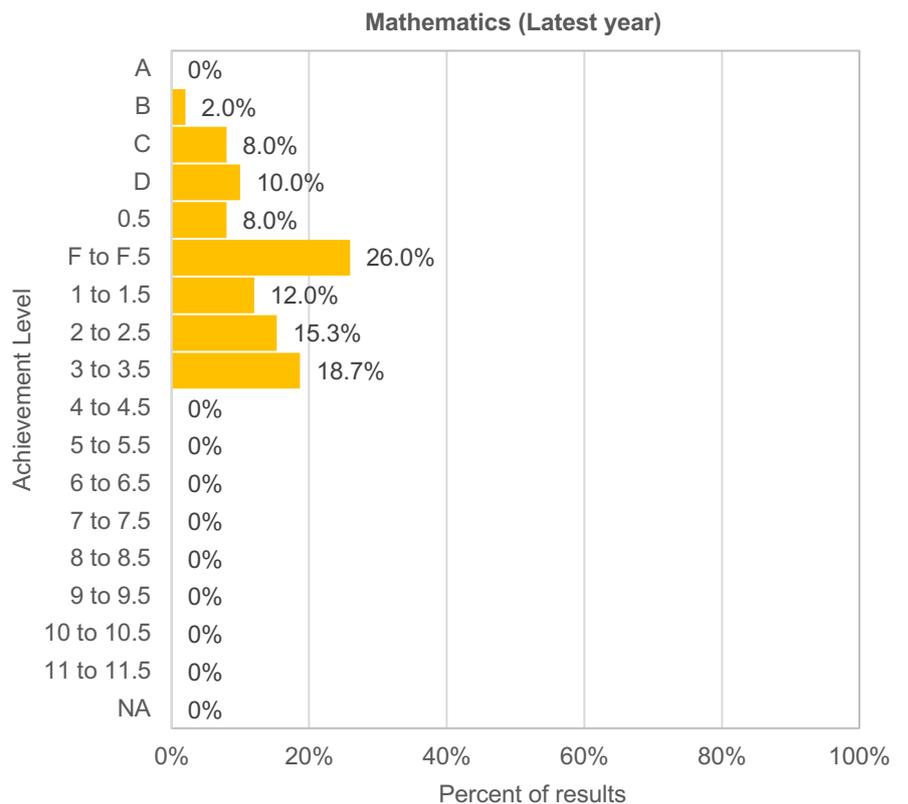
#### English

Achievement Level	Latest year (2020)
A	NDA
B	2.7%
C	12.0%
D	15.3%
0.5	16.7%
F to F.5	9.3%
1 to 1.5	20.7%
2 to 2.5	17.3%
3 to 3.5	5.3%
4 to 4.5	0.7%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	NDA
B	2.0%
C	8.0%
D	10.0%
0.5	8.0%
F to F.5	26.0%
1 to 1.5	12.0%
2 to 2.5	15.3%
3 to 3.5	18.7%
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



## 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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	29.4	36.3	27.2	17.3	27.9

### 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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	NDP	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,633,991
Government Provided DET Grants	\$296,178
Government Grants Commonwealth	\$4,150
Government Grants State	\$5,157
Revenue Other	\$51,658
Locally Raised Funds	\$16,048
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,007,182</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$102,075
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$102,075</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,391,452
Adjustments	NDA
Books & Publications	\$2,488
Camps/Excursions/Activities	\$2,850
Communication Costs	\$3,668
Consumables	\$48,618
Miscellaneous Expense <sup>3</sup>	\$10,669
Professional Development	\$1,844
Equipment/Maintenance/Hire	\$27,463
Property Services	\$83,974
Salaries & Allowances <sup>4</sup>	\$80,217
Support Services	\$95,389
Trading & Fundraising	\$4,670
Motor Vehicle Expenses	\$2,421
Travel & Subsistence	NDA
Utilities	\$29,397
<b>Total Operating Expenditure</b>	<b>\$2,785,121</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$222,061</b>
<b>Asset Acquisitions</b>	<b>\$34,710</b>

- (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 02 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$441,748
Official Account	\$10,925
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$452,673</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$56,130
Other Recurrent Expenditure	\$84
Provision Accounts	NDA
Funds Received in Advance	\$21,726
School Based Programs	\$96,170
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$293,000
Maintenance - Buildings/Grounds < 12 months	\$16,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$10,000
<b>Total Financial Commitments</b>	<b>\$508,610</b>

*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.*