

2021 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 2021 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 10 May 2022 at 04:47 PM by Lee Bullock (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2022 at 06:44 PM by Alice Kelly (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

How to read the Annual Report (continued)

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.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

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

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 while 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.

Our focus is an improvement in student learning outcomes in both Literacy and Numeracy (with an initial focus of Literacy) and an improvement in student engagement.

Enrolment is based on DET eligibility requirements of a 40dB (minimum) permanent bilateral sensorineural hearing loss. In 2021 our school profile was:

46 students attended from Prep to Year 6

21 students in our 3- and 4-year-old program

The Schools SFOE was 0.5570.

The staffing profile was made up of 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 12 Teachers (9.0 EFT), 2 Speech Therapists (1.4 EFT), 1, Business Manager (1.0EFT), 1 Administration Officer (1.0 EFT), 11 Education Support Staff (6.63 EFT), 1 Ground and Maintenance Staff (0.39 EFT). There were no Aboriginal or Torres Strait Islander staff. We do not provide a program for international students.

Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on implementation of Key Improvement Strategies (KIS) provided by the DET which were all school's priority goals – Learning, Catch-up and extension priority and Happy, active and healthy kids.

These related to the FISO dimensions of Building Practice Excellence and Positive Climate for Learning. Our actions were:

- To embed an Instructional Model

- Refine whole school approach to well-being to consider actions at the leadership, teacher and student levels.

To support implementation of these KIS, the activities were modified for the context of remote and flexible learning. Our school community were familiar with remote and flexible learning and the challenges it presented. We regularly reviewed our practices to ensure we were meeting the needs of the children and the families who were supporting them at home.

With students having access to their 1:1 school 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 and provide feedback 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 2021, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy for each student. 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 2022, where teachers will continue to use this technology to engage students and cater to different learning styles and needs.

We developed and began to embed our Instructional Model with the aim to have 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.

For the first time we had accurate data that tracked our students' growth on the Victorian Curriculum in Reading & Viewing, Writing, Number & Algebra and Personal & Social Capability.

Percentage of students showing months of growth in Victorian Curriculum:

Reading and Viewing:

Less than 0 months growth: 3%

0 months growth: 6%

6 months growth: 45.5%

12 months growth: 36%

18 months growth 3%

Writing

Less than 0 months growth: 0%

0 months growth: 18%

6 months growth: 42%

12 months growth: 33%

18 months growth: 3%

Number & Algebra

Less than 0 months growth: 0%

0 months growth: 21%

6 months growth: 33%

12 months growth: 27%

18 months growth: 12%

24 months growth: 3%

Personal & Social Capability

Less than 0 months growth: 0%

0 months growth: 21%

6 months growth: 66%

12 months growth: 24%

18 months growth: 6%

This data above is part of the information that is used in choosing the students who are supported for our Targeted Learning Intervention. This new DET initiative was valuable in supporting children in improving literacy skills. Groups of students were chosen for 1:1 intervention twice per week in a 6 week cycle. The data collected strongly shows improved performance for all students in their individual 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. The work in this area is ongoing and intentional.

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. After one day of no engagement, the classroom teacher would phone the parents to support. After three days of no engagement, the Principal would phone families to support. When COVID restrictions became more flexible with the students who were allowed to be on site, we carefully identified students who were disengaging in order to support them in the face-to-face setting.

In the parent survey, there was a 100% positive endorsement for The teachers are very good at making learning engaging. 92% believed My child enjoys the learning they do at school. 82% of parents were satisfied with the school's approach to remote and flexible learning.

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 continued to use the database established in 2020, 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 maintaining video conferences each day between the teacher and their class, it allowed the teachers time to not only touch base regarding the students' work, but to observe and/or discuss their current health and wellbeing situation. In the Parent Survey, there was a 92% positive endorsement for My child feels safe at school and 100% positive endorsement for This school has a consistent approach to promoting positive student behaviour and Teachers at this school model positive behaviour.

The documentation of our intervention strategies in our dynamic electronic staff handbook, clearly outlined our approaches to be used for whole school, targeted groups, and individuals. This document is readily accessible for all staff and guides them through any referral processes.

Whole school interventions:

- School Wide Positive Behaviour Support
- Respectful Relationships
- PROTECT (child safe standards) training
- Food bank – breakfast provided for every child
- Glasses for kids – free eye tests and glasses provided at school
- Smile Squad – free dental care at school
- Hearing Australia – Audiological care provided at school
- eSmart and Bully Stoppers

Targeted interventions:

- Catching on Early – puberty workshops
- Koorie program
- State School's Relief

Individual interventions:

- Child protection procedures
- Accessing Mental Health supports @ Royal Children's
- Referrals for Caring for Children with Hearing Impairment Clinic (CHIC)
- Schoolcare Program
- Student Support Groups
- Family Violence Support

- Student Support Services

Finance performance and position

Furlong Park School for Deaf Children maintained a sound financial position in 2021, completing the year with an operating surplus of \$204,867. Diligent financial management of school expenditure was closely aligned to the schools' goals and priorities. Furlong Park School for Deaf Children continually aims to resource the school to a high level focusing on student learning, teacher professional development, student wellbeing and information technology. The school's expenditure for 2021 was impacted by COVID-19 in a positive manner, with savings in consumables and casual relief staff. All funds saved were wisely spent to enrich and improve school programs and maintain and improve buildings and grounds.

The School received 9.3 million dollars in the Victorian Budget 2020/21 to upgrade the existing school in conjunction with the schools Master Plan. The project is due to commence in 2022.

During 2021 the School also received several small Grants from Local, State and Government organisations including:

| | |
|--------------------------------|---|
| Active Schools PE Boost | \$ 3,348.00 |
| Bridging the Digital Divide | \$16,642.00 |
| Curriculum Enhancement | \$ 1,787.00 |
| Sporting Schools Grants | Term 1 \$ 1,800.00 |
| Job Access Employee Assistance | \$ 6,000.00 (per Deaf Staff member for interpreting services) |
| Tye Recreation Fund | \$ 1,700.00 |

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 55 students were enrolled at this school in 2021, 25 female and 30 male.

38 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

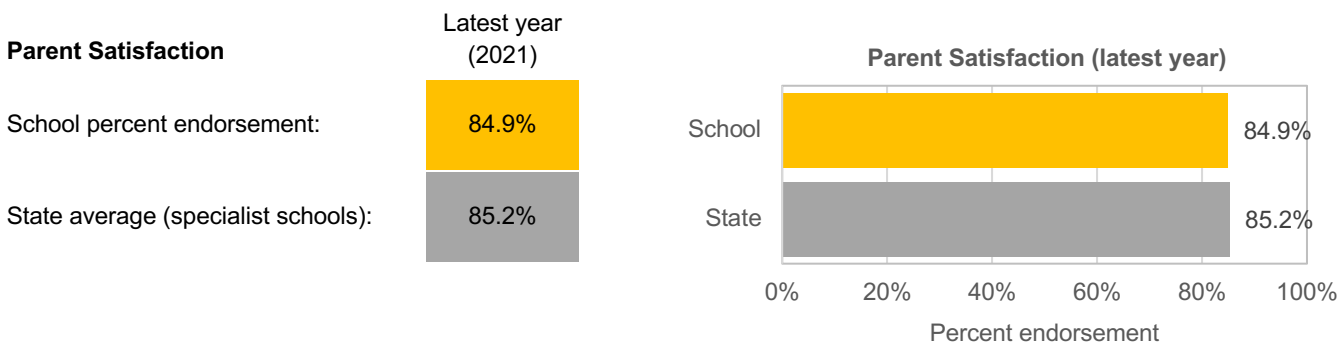
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

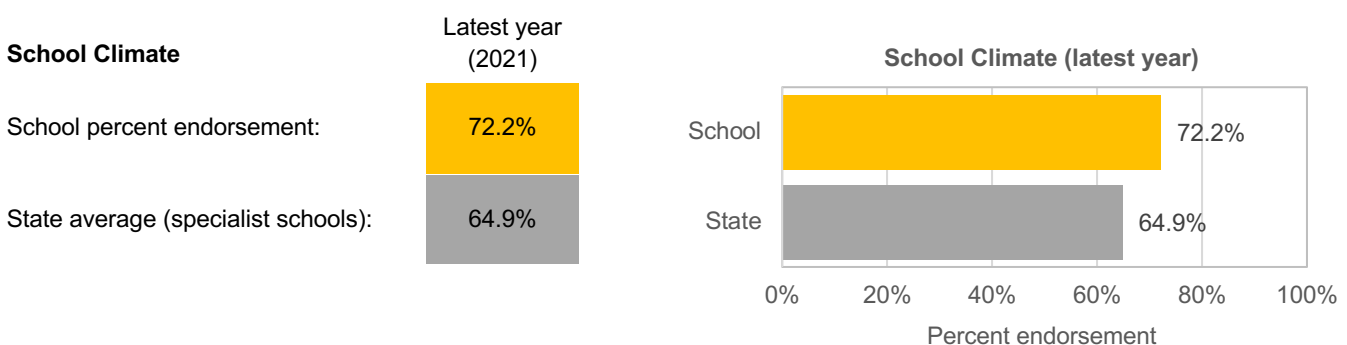


School Staff Survey

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.



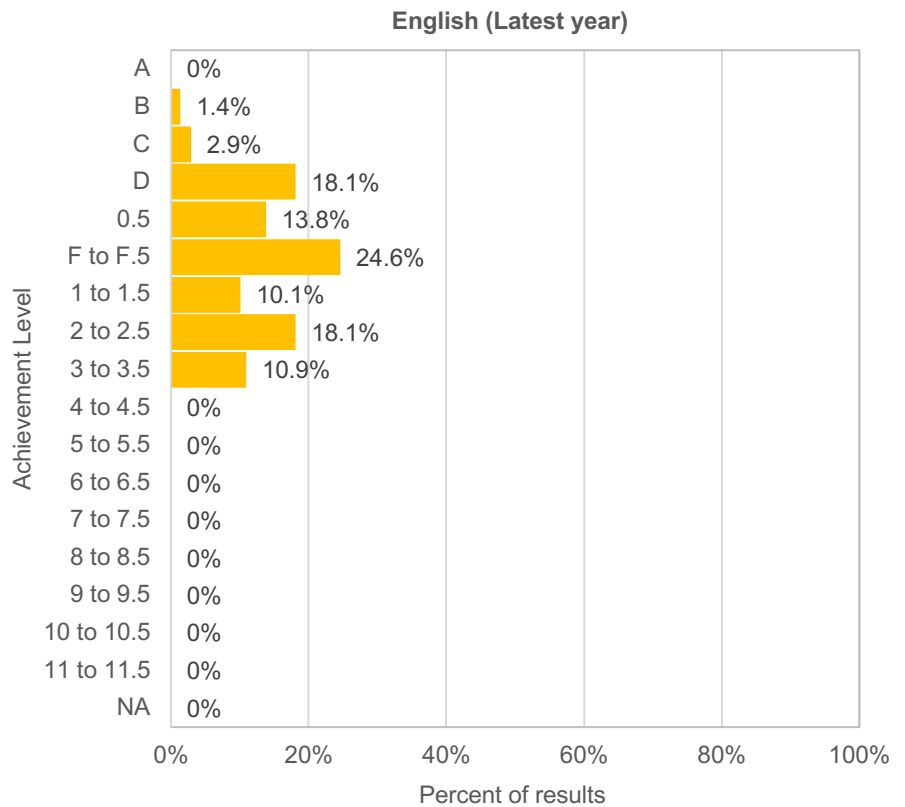
ACHIEVEMENT

Teacher Judgement of student achievement

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

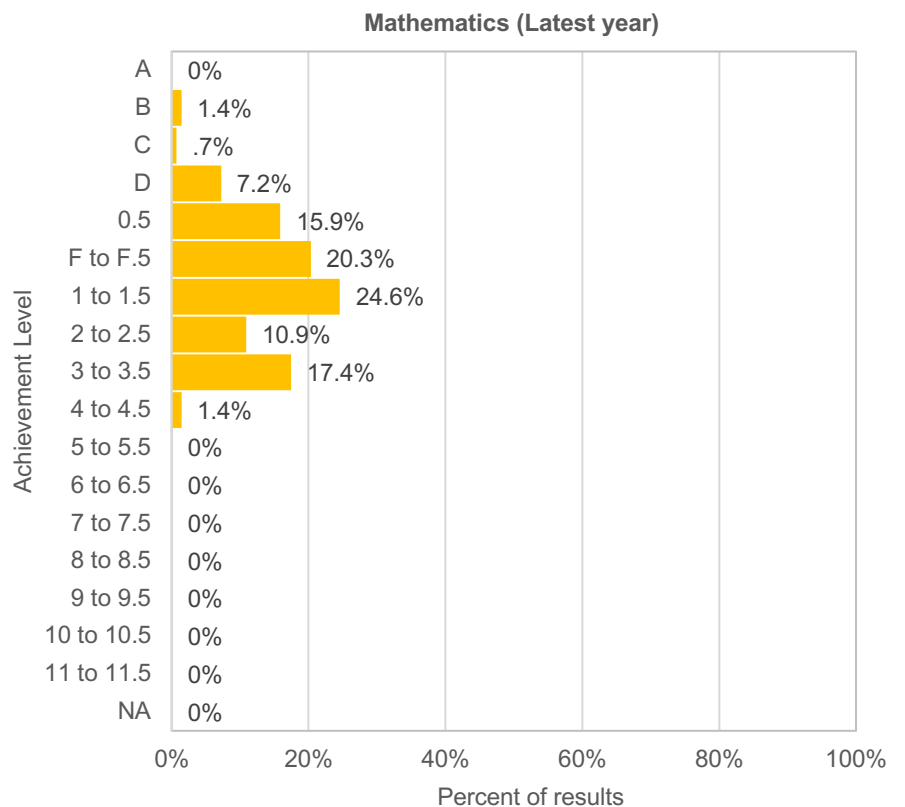
English

| Achievement Level | Latest year (2021) |
|-------------------|--------------------|
| A | NDA |
| B | 1.4% |
| C | 2.9% |
| D | 18.1% |
| 0.5 | 13.8% |
| F to F.5 | 24.6% |
| 1 to 1.5 | 10.1% |
| 2 to 2.5 | 18.1% |
| 3 to 3.5 | 10.9% |
| 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 |



Mathematics

| Achievement Level | Latest year (2021) |
|-------------------|--------------------|
| A | NDA |
| B | 1.4% |
| C | 0.7% |
| D | 7.2% |
| 0.5 | 15.9% |
| F to F.5 | 20.3% |
| 1 to 1.5 | 24.6% |
| 2 to 2.5 | 10.9% |
| 3 to 3.5 | 17.4% |
| 4 to 4.5 | 1.4% |
| 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 and 2021 may have been influenced by COVID-19.

| Student Absence | 2018 | 2019 | 2020 | 2021 | 4-year average |
|--|------|------|------|------|----------------|
| School average number of absence days: | 36.3 | 27.2 | 17.3 | 18.5 | 25.4 |

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 | 2018 | 2019 | 2020 | 2021 | 4-year average |
|--|--------|------|------|------|----------------|
| School percent of students with positive destinations: | 100.0% | NDP | NDP | NDP | 100.0% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,787,634 |
| Government Provided DET Grants | \$225,957 |
| Government Grants Commonwealth | \$8,607 |
| Government Grants State | \$0 |
| Revenue Other | \$63,216 |
| Locally Raised Funds | \$11,003 |
| Capital Grants | \$2,000 |
| Total Operating Revenue | \$3,098,418 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$59,665 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$59,665 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,573,613 |
| Adjustments | \$0 |
| Books & Publications | \$3,201 |
| Camps/Excursions/Activities | \$2,461 |
| Communication Costs | \$2,509 |
| Consumables | \$38,929 |
| Miscellaneous Expense ³ | \$13,614 |
| Professional Development | \$3,631 |
| Equipment/Maintenance/Hire | \$13,465 |
| Property Services | \$23,307 |
| Salaries & Allowances ⁴ | \$73,750 |
| Support Services | \$108,076 |
| Trading & Fundraising | \$1,489 |
| Motor Vehicle Expenses | \$4,256 |
| Travel & Subsistence | \$0 |
| Utilities | \$29,445 |
| Total Operating Expenditure | \$2,891,744 |
| Net Operating Surplus/-Deficit | \$204,674 |
| Asset Acquisitions | \$13,576 |

(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 25 Feb 2022 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 2021

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$424,020 |
| Official Account | \$15,206 |
| Other Accounts | \$0 |
| Total Funds Available | \$439,226 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$49,642 |
| Other Recurrent Expenditure | \$7,514 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$11,032 |
| School Based Programs | \$82,130 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$100,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$186,800 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$2,000 |
| Total Financial Commitments | \$439,119 |

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.