

# 2022 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 of the previous calendar year 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 28 April 2023 at 03:41 PM by Lee Bullock (Principal)

- This 2022 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 28 April 2023 at 04:10 PM by Alice Kelly (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### **Learning**

- 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).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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## 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 2022 our school profile: 46 students attended from Prep to Year 6, 20 students in our 3- and 4-year-old program. The Schools SFOE was 0.5707. The staffing profile was made up of 1 Principal (1.0EFT), 1 Assistant Principal (1.0EFT), 1 Leading Teacher (1.0EFT), 10 Teachers (7.6 EFT), 1 Speech Therapists (1.20 EFT), 1 Business Manager (1.0 EFT), 1 Administration Officer (1.0 EFT), 9 Education Support Staff ( 6.64EFT), 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy for each student. For the second year running, 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: 3%

6 months growth: 50%

12 months growth: 30%

18 months growth 14%

Writing

Less than 0 months growth: 0%

0 months growth: 13%

6 months growth: 52%

12 months growth: 29%

18 months growth: 6%

Number & Algebra

Less than 0 months growth: 0%

0 months growth: 13%

6 months growth: 52%

12 months growth: 32%

18 months growth: 3%

### Personal & Social Capability

0 months growth: 10%  
6 months growth: 34%  
12 months growth: 26%  
18 months growth: 21%  
24 months growth: 5%  
30 months growth: 4%

This data above is part of the information that is used in choosing the students who are supported for our Targeted Learning Intervention. This 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.

### Wellbeing

The Health and Wellbeing of our students and staff were our key priorities in 2022. In the Parent Survey, there was a 93% positive endorsement for 'promoting positive behaviour' and 90% positive endorsement for 'Student Connectedness'. Both were higher than the state and similar schools. 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. The two key areas we focused on were implementing a consistent approach to the Respectful Relationship Program, which was documented and achieved, as well as progressing in the level of achievement in the School Wide Positive Behaviour Support. We successfully moved from Blue to Bronze level. Our aim is to achieve Silver by the end of 2023.

Other whole school wellbeing interventions:

- 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

### 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.

Our return to a full year of onsite learning was a relief to the entire school community. This did see an increase in the average number of absence days to 24.5 in 2022, up from 18.5 in 2021. However, there was a reduction the number of absent days when compared to pre-pandemic levels of 27.2 in 2019. The importance of regular attendance is communicated to parents in Student Support Group meetings, Compass posts from Leadership and Newsletters.

Teachers and students were able to continue to build on their skills developed during remote learning which enabled them to engage with lesson content using technology such as Seesaw and the 1:1 student iPad program. In the Attitude to Schools Survey, 86% of students positively endorsed 'Stimulated Learning' which is significantly higher than similar schools and the state. The high

student to teacher ratio allows for strong relationships to be formed and individual support can be provided at times. The survey also showed there was an 80% positive endorsement for Teacher Concern and 95% for High Expectations for Success. The School Staff Survey showed a 100% positive endorsement that staff 'Believe student engagement is key'.

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## Other highlights from the school year

2022 provided an opportunity for us to experience camps, excursions, and incursions once again after a two-year hold on such events.

The senior group enjoyed their outdoor adventure camp at 15-mile creek where they worked together in teams and as individuals to overcome an array of physical challenges. Two classrooms visited science works to complement their classroom learning.

Incursions allowed the police to visit and demonstrate to the children important roles in our community. National Gallery of Victoria (NGV) visited to support the students in their artwork. The Melbourne Museum grabbed our students' attention from start to finish when their Deaf presenter came into our school to provide a robotics workshop.

Sporting school grants enabled us to have sports tutors come into the school and provide training on several different types of sports.

The highlight of our year was our 11th annual music concert which brought together our entire school community for one night. This has been online for two years. It was an opportunity for students to demonstrate their musical talents that had been rehearsed over three terms and coordinated by our music teacher provided by Musica Viva, who we have collaborated with for 11 years. 2022's Concert Night also showcased the students art work that had been created in art lessons throughout the year. Parents, family members, past students and staff walked amongst the creative pieces before enjoying the music show.

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## Financial performance

Furlong Park School for Deaf Children maintained a very sound financial position throughout 2022, finishing the year with an operating surplus of \$246,565.

Furlong Park School for Deaf Children's Leadership Team and School Council continually aim to resource the school to a high level focusing on student learning, teacher professional development, student wellbeing and information technology, all within DET Policies and Guidelines.

The school's expenditure for 2022 was used to enrich and improve school programs and maintain and improve school buildings and grounds. This expenditure is constantly monitored, and best value and prices are always sourced within the schools' goals and priorities.

Throughout 2022 the School worked in conjunction with the Victorian School Building Authority on the upgrade of the school buildings. This upgrade was due to the 9.3 million dollars received in the 2020/21 Victorian State Budget,

Also, during 2022 the School received several small Grants from Local, State and Government organisations including:

- Active Schools PE & Sport Boost \$4,058.00,
- Active Schools Grants \$14,000.00,
- Curriculum Enhancement Grant \$1,264.32,
- Swimming in Schools Grant \$9,423.50
- Shade Sail Grant \$25,000
- Sporting Schools Grants per Term \$1,800.00
- Job Access Employee Assistance \$6,000.00 - per Deaf Staff member for interpreting services
- Queens Jubilee Tree Planting Grant \$10,000
- Tye Recreation Fund (through Deaf Children Australia) \$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 2.0 (FISO 2.0).

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 51 students were enrolled at this school in 2022, 25 female and 26 male.

33 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).

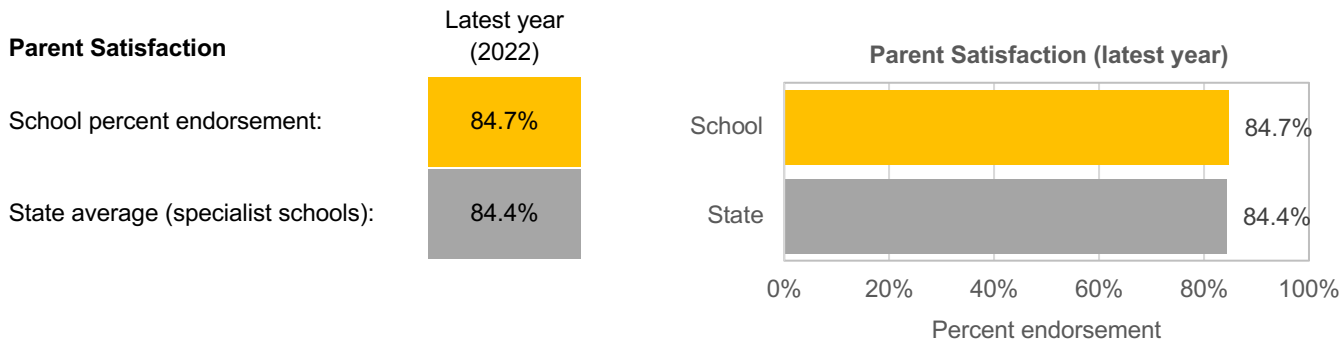
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

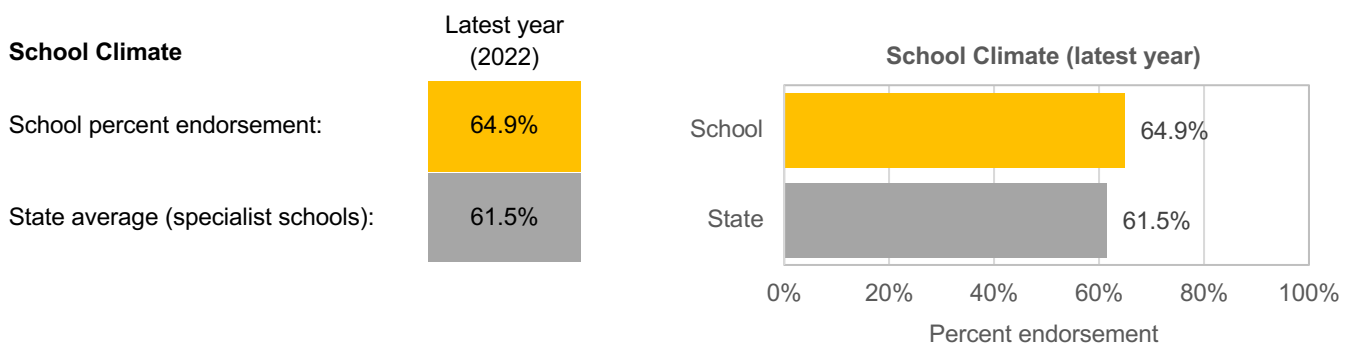


### School Staff Survey

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.



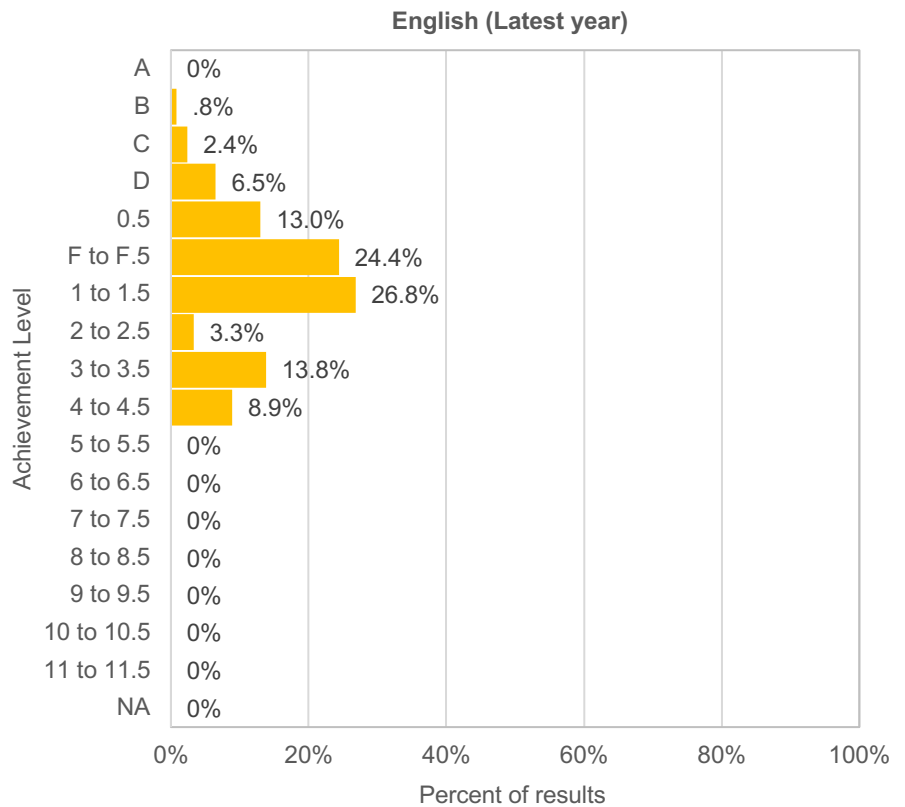
**LEARNING**

**Teacher Judgement of student achievement**

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

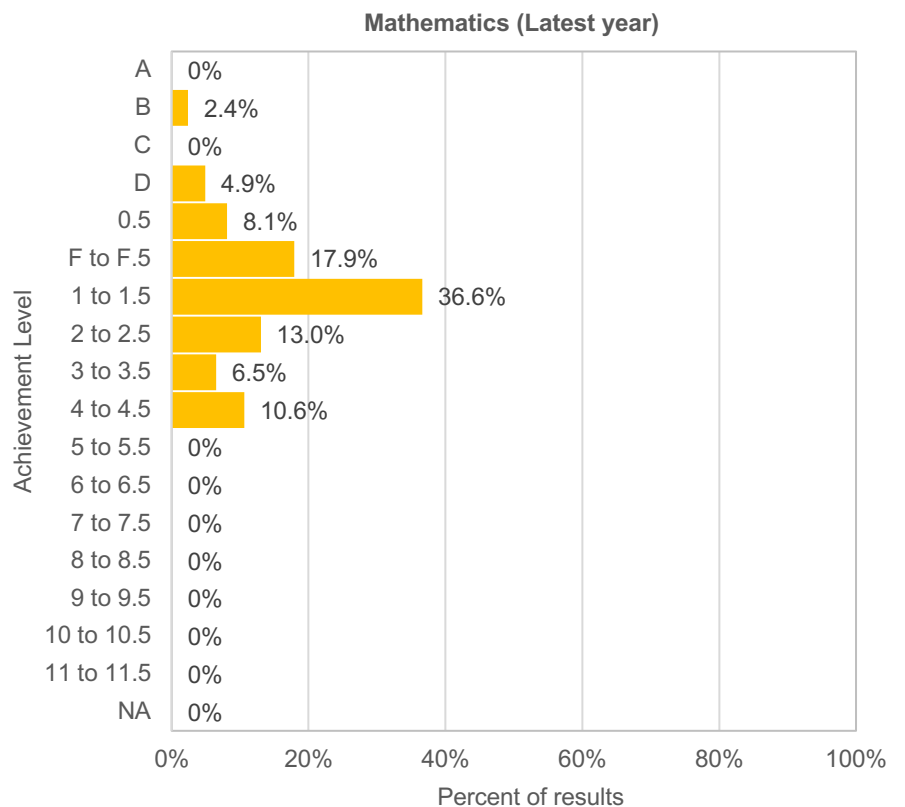
**English**

Achievement Level	Latest year (2022)
A	NDA
B	0.8%
C	2.4%
D	6.5%
0.5	13.0%
F to F.5	24.4%
1 to 1.5	26.8%
2 to 2.5	3.3%
3 to 3.5	13.8%
4 to 4.5	8.9%
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 (2022)
A	NDA
B	2.4%
C	NDA
D	4.9%
0.5	8.1%
F to F.5	17.9%
1 to 1.5	36.6%
2 to 2.5	13.0%
3 to 3.5	6.5%
4 to 4.5	10.6%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	27.2	17.3	18.5	24.5	21.9

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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,361,242
Government Provided DET Grants	\$247,396
Government Grants Commonwealth	\$15,400
Government Grants State	\$0
Revenue Other	\$55,439
Locally Raised Funds	\$12,724
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,692,201</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$52,677
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$52,677</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,114,679
Adjustments	\$0
Books & Publications	\$9,251
Camps/Excursions/Activities	\$9,893
Communication Costs	\$1,356
Consumables	\$32,921
Miscellaneous Expense <sup>3</sup>	\$9,751
Professional Development	\$3,259
Equipment/Maintenance/Hire	\$13,409
Property Services	\$35,206
Salaries & Allowances <sup>4</sup>	\$99,276
Support Services	\$99,222
Trading & Fundraising	\$5,850
Motor Vehicle Expenses	\$3,371
Travel & Subsistence	\$0
Utilities	\$31,426
<b>Total Operating Expenditure</b>	<b>\$2,468,871</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$223,331</b>
<b>Asset Acquisitions</b>	<b>\$0</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 24 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$424,508
Official Account	\$12,562
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$437,069</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$53,744
Other Recurrent Expenditure	\$8,457
Provision Accounts	\$0
Funds Received in Advance	\$75,028
School Based Programs	\$37,483
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$24,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$186,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$385,213</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.*