

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 01:40 PM by Lee Bullock (Principal)

- This 2023 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 29 April 2024 at 03:07 PM by Tracey Edwards (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 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.

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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 our school profile: 34 students attend from Prep to Year 6, 25 students in our 3- and 4-year-old program. The school's SFOE is 0.5707. The staffing profile is was:

- 1 Principal (1.0 FTE)
- 1 Assistant Principal (0.49 FTE)
- 1 Leading Teacher (1.0 FTE)
- 13 Teachers (7.06 FTE)
- 1 Speech Therapist (0.76 FTE)
- 1 Learning Tutor (0.24 FTE),
- 1 Business Manager (1.0 FTE),
- 1 Administration Officer (1.0 FTE),
- 9 Education Support Staff (5.54 FTE),
- 1 Ground and Maintenance Staff (0.40 FTE)

. There were no Aboriginal or Torres Strait Islander staff. We do not provide a program for international students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Goal 1: To improve student learning outcomes in Literacy.

By 2023, 95% of students will achieve the Reading and Viewing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.

By 2023, 95% of students will achieve the Writing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.

Goal 2: To improve student learning outcomes in Numeracy

By 2023, 95% of students will achieve the Number and Algebra goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.

By 2023, 95% of students will achieve the Measurement and Geometry goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.

All of the above targets have been met.

Our school's journey towards enhancing student learning outcomes has been marked by strategic initiatives and steadfast commitment. Our professional learning communities have been instrumental, meeting regularly to share insights and strategies focused on elevating student learning. Recognizing the importance of early literacy, we allocated ample time in the morning block, ensuring that literacy development is a priority.

The stability of our workforce has provided a consistent learning environment for students, fostering trust and continuity in their educational experience. The introduction of the Fingerspelling our Way to Reading Program across the school, coupled with protected time for its execution, has significantly contributed to our literacy goals. Similarly, the Tutor Learning Initiative has offered personalized support, addressing individual student needs.

Our educators have undergone comprehensive training on our Instructional Model and Shape Coding, embedding these methodologies in every classroom and integrating them into our speech program. This has been complemented by the introduction of word decoding and reading comprehension strategies, equipping students with the tools to navigate complex texts.

The development of a phonics scope and sequence has provided a structured approach to phonics instruction, while the purchase of decodable readers has enriched our resource pool, aligning reading materials with student ability levels.

Wellbeing

Goal 3: To improve student engagement in learning

By 2023, reduce the number of major incidents occurring with baseline to be established in Semester 2, 2020 (Target no longer relevant)

By 2023, increase the percentages of positive endorsement of the following factors:

· **AToSS:**

o **Stimulated Learning from 88% (2019) to 95%**

o **Resilience from 62% (2019) to 80%**

· **SSS:**

o **Promote student ownership of goals from 50% (2019) to 70%**

Believe student engagement is key to learning from 83% (2019) to 95%

The above targets have been partially met.

Our commitment to student well-being remains unwavering, with a range of embedded and new initiatives:

1. Respectful Relationships: We foster a culture of respect, empathy, and positive interactions among students and staff.

2. Food Bank: Every child receives a nutritious start to the day through our free breakfast program.

3. Glasses for Kids: We prioritize eye health by offering free eye tests and providing glasses to those in need.

4. Smile Squad: Dental care is accessible to all students, ensuring healthy smiles.

5. Hearing Australia Visits: Regular checks and repairs for hearing aids and cochlear implants support our hearing-impaired students.

6. Early Puberty Workshops: We equip students with knowledge and confidence during this crucial stage of development.

7. State School Relief: Families receive free uniforms, easing financial burdens.

8. CHIC Relationships: Collaborating with the Caring for Children and Hearing Impaired Clinic at the Royal Children's Hospital enhances our holistic support.

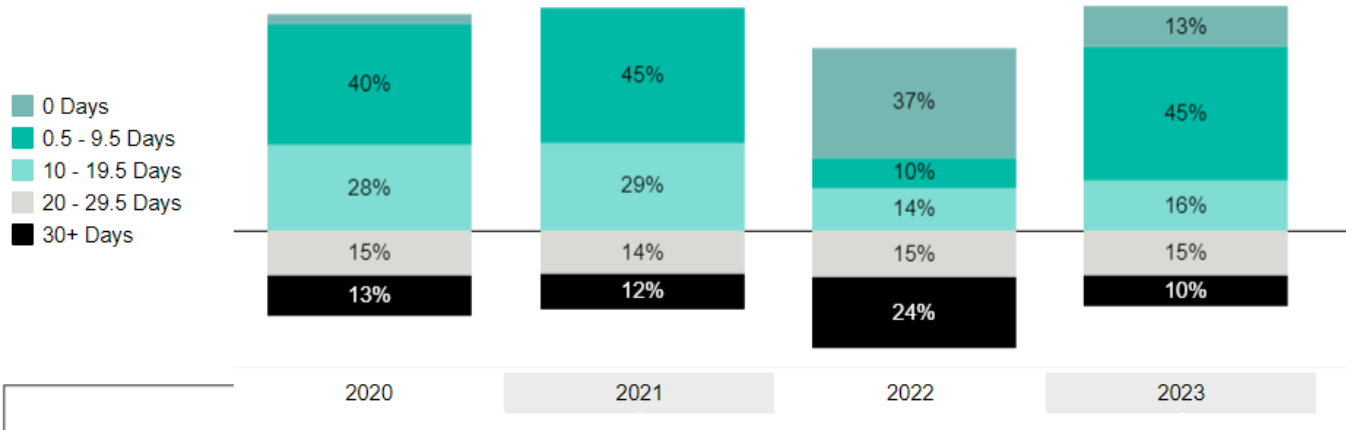
Positive Behaviour Support:

FPSSDC has implemented strategies to foster positive student interactions, including the continuous integration of Tier 1 support systems and consistent approaches to fortify individual student engagement plans. The school has also ingrained classroom expectations through a Behaviour Matrix flow chart. Teachers have completed professional development in Classroom Systems Effective Teaching Learning Practices, laying the groundwork for implementing these strategies in daily practices. All staff have utilised the data collation tool PULSE to analyse behaviour trends, identifying crucial areas for professional development in 2024. We received the statewide recognition Bronze certification with Silver certification being assessed at the end of 2023.

Engagement

Absent day breakdown (5 years) ⓘ

For students in **Ungraded**



At Furlong Park, our holistic approach has a focus on **student engagement** that permeates every aspect of our community. Our analysis of **student attendance** has revealed a positive correlation with our engagement strategies, which are in line with the Framework for Improving Student Outcomes (FISO) 2.0, emphasizing the importance of engagement as a key enabler of both student learning and wellbeing.

Our initiatives have been multifaceted, from celebrating familial bonds through **Mother’s Day and Father’s Day events** to adapting to digital platforms for **Student Support Group (SSG) meetings**, ensuring continuous collaboration between families and the school. The highlight of our engagement efforts is the **annual music concert**, a collaboration with Musica Viva, which brings together our entire school community in a celebration of talent and unity.

In addition to these events, we have taken significant steps to include our wider community in our students’ educational experiences. By providing **free Auslan classes** to family members and Kastoria Bus Lines staff, we’ve fostered an environment where effective communication is paramount. This initiative has led to improved relationships and language development, contributing to the cognitive and linguistic growth of our children. It has also enhanced their overall **well-being**, instilling a sense of belonging and safety.

Our commitment to creating an **inclusive culture** has been evident in every enriched bus ride, family interaction, and school routine. These concerted efforts have not only supported attendance and retention but have also amplified student voice and agency.

In 2023, we saw a significant decrease in our 20-35+ days category from 39% of students to 25% of students.

Other highlights from the school year

Our school’s comprehensive approach to student development is exemplified by a variety of enriching activities. **School camps and excursions**, such as the senior students’ memorable week-long camp at 15 Mile Creek, are instrumental in fostering independence and teamwork. These experiences are invaluable, setting the stage for practical learning and personal growth.

School productions and whole school events like our **annual music concert** with Musica Viva, highlight our commitment to the arts, bringing together our entire community in a harmonious celebration of talent and creativity.

In the realm of sports, our students showcased their athletic abilities at the **Deaf Sports Day**, competing with peers from across Victoria, which not only honed their skills but also strengthened community ties.

The younger students’ **sleepover at the school** serves as an exciting precursor to future camps, easing them into the experience and building anticipation for their own outdoor adventures as they grow older.

The opening of our new building, featuring **eight new classrooms** and modernized facilities, marks a significant milestone for our school, enhancing our educational landscape and promising further advancements with the completion of the remaining works in 2024.

These initiatives collectively contribute to a dynamic and inclusive educational environment, where every student is encouraged to explore, achieve, and thrive.

Financial performance

Furlong Park School for Deaf Children once again maintained a very sound financial position throughout 2023, finishing the year with an operating surplus of \$210,936.

The School Council and Leadership Team of Furlong Park School for Deaf Children continually aim to resource the school to a high level. Together, they ensure the school thrives as an inclusive and supportive learning community. The school's expenditure for 2023 was used to enhance educational experiences, provide inclusive and enriching education, 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 2023 the school continued to work in conjunction with the Victorian School Building Authority on the redevelopment of the school buildings. This investment of 9.3 million dollars will modernize our facilities, create conducive learning spaces, and further enrich our students school journey.

During 2023 the school received the following small Grants from Local, State, and Federal Government organisations including:

- Shade Sail Grant \$25,000.00
- Sporting Schools Grants - Total \$3,000.00
- Job Access Employee Assistance - \$12,000.00 per Deaf Staff member for Interpreting Services
- Inclusive Education Grant \$25,000.00

For more detailed information regarding our school please visit our website at
<https://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 44 students were enrolled at this school in 2023, 22 female and 22 male.

31 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).

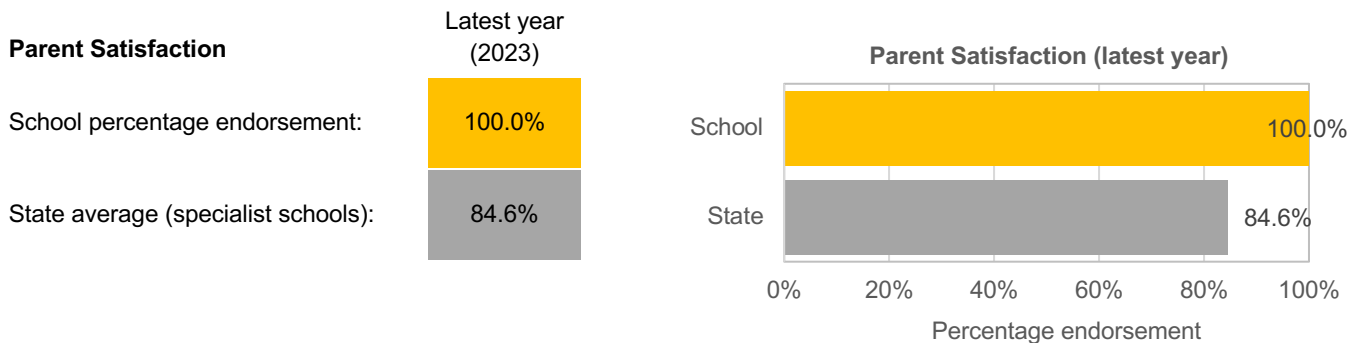
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

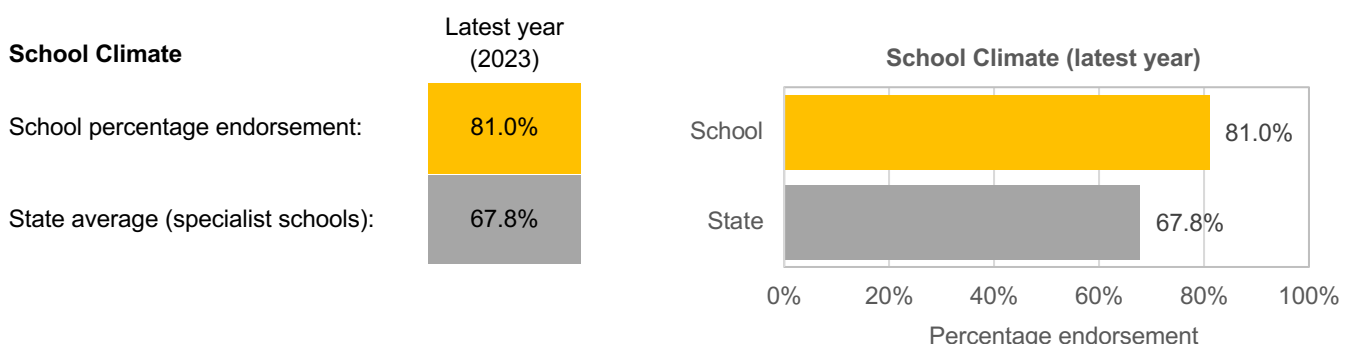


School Staff Survey

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

Percentage 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.



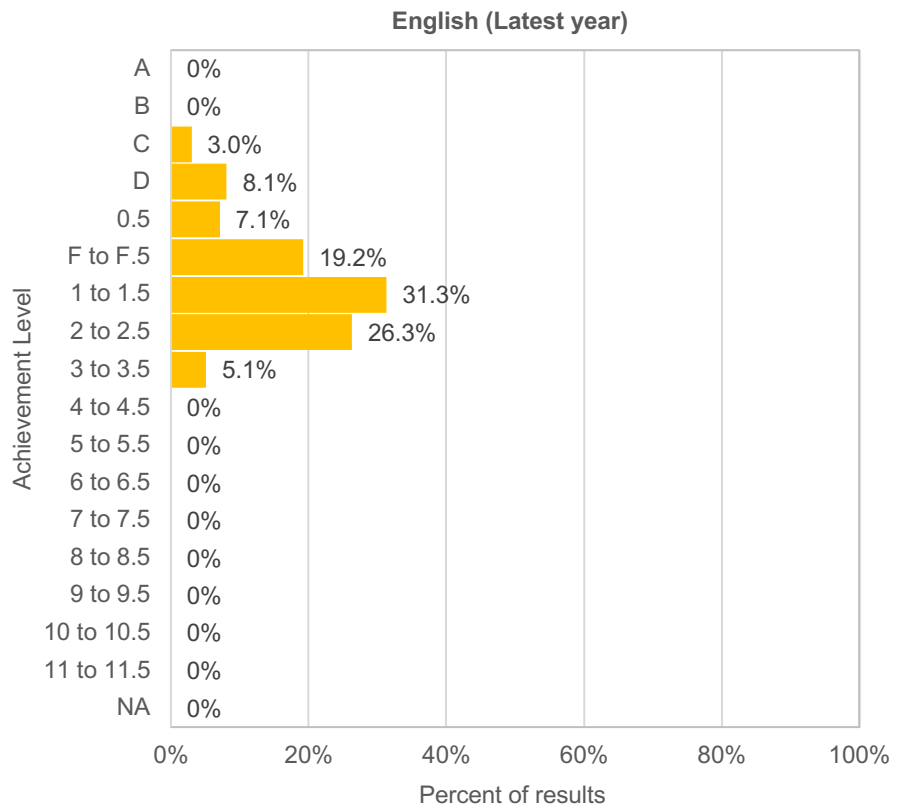
LEARNING

Teacher Judgement of student achievement

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

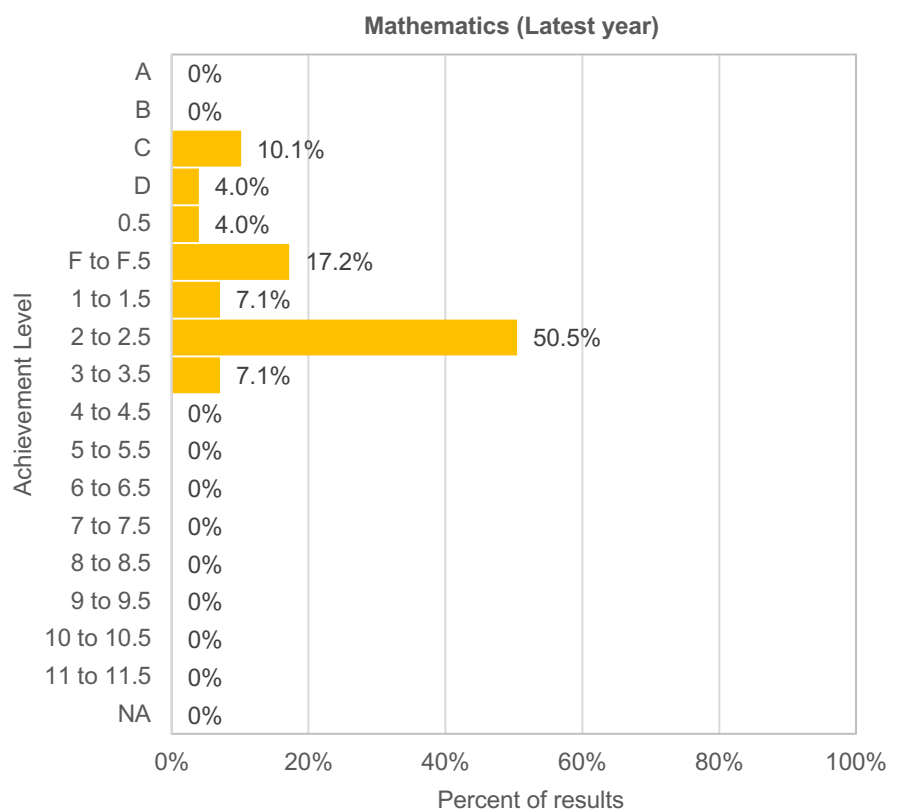
English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	3.0%
D	8.1%
0.5	7.1%
F to F.5	19.2%
1 to 1.5	31.3%
2 to 2.5	26.3%
3 to 3.5	5.1%
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 (2023)
A	NDA
B	NDA
C	10.1%
D	4.0%
0.5	4.0%
F to F.5	17.2%
1 to 1.5	7.1%
2 to 2.5	50.5%
3 to 3.5	7.1%
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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	17.3	18.5	24.5	19.7	19.9

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	NDP	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,212,091
Government Provided DET Grants	\$280,102
Government Grants Commonwealth	\$4,350
Government Grants State	\$0
Revenue Other	\$58,512
Locally Raised Funds	\$7,252
Capital Grants	\$24,925
Total Operating Revenue	\$2,587,233

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,598
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,598

Expenditure	Actual
Student Resource Package ²	\$1,998,973
Adjustments	\$0
Books & Publications	\$3,305
Camps/Excursions/Activities	\$10,702
Communication Costs	\$3,132
Consumables	\$29,568
Miscellaneous Expense ³	\$8,418
Professional Development	\$993
Equipment/Maintenance/Hire	\$17,385
Property Services	\$40,810
Salaries & Allowances ⁴	\$77,977
Support Services	\$96,302
Trading & Fundraising	\$4,013
Motor Vehicle Expenses	\$3,255
Travel & Subsistence	\$0
Utilities	\$29,883
Total Operating Expenditure	\$2,324,718
Net Operating Surplus/-Deficit	\$237,590
Asset Acquisitions	\$52,632

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$505,173
Official Account	\$7,433
Other Accounts	\$0
Total Funds Available	\$512,606

Financial Commitments	Actual
Operating Reserve	\$48,367
Other Recurrent Expenditure	\$5,945
Provision Accounts	\$0
Funds Received in Advance	\$126,563
School Based Programs	\$51,811
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$204,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$481,686

All funds received from the Department of Education, 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.