

# 2020 Annual Report to The School Community



**School Name: Emerson School (4918)**

<<Please upload a school logo>>

- 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 28 April 2021 at 01:10 PM by Samuel Silverwood (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 28 April 2021 at 02:43 PM by Heather Norman (School Council President)

# How to read the Annual Report

---

## 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.

---

## 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.

---

## 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)

---

### 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.

---

### 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

Emerson School is a Specialist school serving the individual learning needs of students (aged 5-18) with mild intellectual disabilities. It is based in Dandenong and covers Rowville/Lysterfield in the north, Lyndhurst in the south, Mulgrave/Springvale in the west and Narre Warren North in the east.

Approximately 64% of students travel to and from school by school buses, provided by the Department of Education and Training (DET) within the school's designated transport zone. The remaining 34% of students travel to school by public transport or independent means.

The teaching community across two campuses consists of 5 Principal class officers, 5 Leading teachers, 59 Classroom teachers, 51 Education support staff and 8 Admin staff. All of whom are dedicated to the development of each student with a focus on what the student can do rather than what they cannot do. Students, staff, parents/carers, families and friends work together to create a positive atmosphere where praise, feedback and encouragement are the backbone of our school's environment. We currently have a staff cohort of 128 and a student cohort of 415. 32% of whom are classified as English as an Additional Language (EAL) and 3% are classified as either Aboriginal or Torres Strait Islander.

### Framework for Improving Student Outcomes (FISO)

**Excellence in teaching and learning:** Emerson School teaches the Victorian Curriculum in the Junior & Middle schools and the Victorian Certificate of Applied Learning (VCAL) in the Senior school. These programs continued during 2020, albeit in a different way, particularly during the remote learning periods. All staff were assigned to Remote Learning Groups to ensure that no student missed out on their learning.

**Positive climate for learning:** Emerson School provides a positive climate for learning through a range of passionate and dedicated staff across all sections of the school. Clinical Services staff work with classroom teachers where necessary to ensure that students/families are getting the support they need. Student voice is also a powerful tool for creating a positive climate for learning and we strive to do that at Emerson School. During 2020, our number one focus during the remote learning periods was the wellbeing of our students, staff and families. Daily connections made by members of the remote learning teams were a critical part of this. It also helped with the transition back to school after remote learning.

**Professional leadership:** Emerson School's vision and values are very clear and well known to all staff. We strive to uphold them to achieve the best outcomes for our students. The section leaders are responsible for the roll out of the curriculum in each section, in order to improve student learning outcomes. Leaders are approachable and contactable at all times. During 2020, this was more vital as not all staff were on site and it could have been more difficult to communicate. We had regular WebEx's to check in with each other and to go over any issues that may have arisen in both sections and across the whole school.

**Community engagement in learning:** Parents and carers work as partners at Emerson School. Parent Information nights, Program and Student Reviews, VCAL Information nights and Parent and Child Forums are run throughout the year in order to connect and share information. During 2020, the relationships formed between home and school were more regular than ever before out of necessity. However, this was seen as a positive as parents and carers gained a greater insight into their child's learning needs and staff gained a greater insight into their student's family background.

### Achievement

Emerson School provides a broad curriculum that focuses on the development of the specific needs of each student. We promote the success of students through their immersion in the curriculum which enables achievement of the student's goals as identified in their Individual Learning Plans (ILPs). The ILP provides a snapshot of the educational experience offered at Emerson School. Students consistently exceed their learning goals as set out in their Individual Learning Plans. We are using the tutoring program at Emerson School in 2021 to identify those students who did not achieve their learning goals in 2020. Just under a quarter of students did not achieve one or more of their learning goals in 2020. A large number of these were due to lack of opportunity as opposed to achievement. Very few students did not achieve their literacy or numeracy goals in 2020.

As stated in the school's curriculum policy, the Victorian Curriculum is taught in the Junior and Middle schools and the Victorian Certificate of Applied Learning (VCAL) is taught in the Senior school.

Parent satisfaction was recorded at 88.1% on the 2020 Parent Opinion Survey, coming in above the state average of 83.5%.

School staff recorded a 74.8% endorsement of the school climate in which they work on the 2020 Staff Opinion Survey, comparing favourably with the state average of 68.8%.

### Engagement

Emerson School provides a positive learning environment where praise, feedback and encouragement are used to promote an atmosphere in which students are engaged in developing key life skills for success. An environment in which each student and their families are supported, encouraged, nurtured, and celebrated.

Monitoring of student absences continues daily with follow up contact for unexplained absences. With a Wellbeing and Engagement Officer or member of the leadership team we are able to maintain contact with those that are regularly absent. These absences occur for a variety of reasons and require care, persistence and patience in order to see an improvement in attendance. Prolonged absences result in a Care Team meeting with relevant parties to identify and address any issues. Student absences are an ongoing issue that requires constant follow up and support by our Wellbeing and Engagement officers in conjunction with the relevant classroom teachers and leadership team.

The average number of absence days has remained fairly steady over the 2017-2020 period. Ranging from 31.4 days to 35.2 days last year, indicating an average across the four years of 33 absence days per year. During 2020, we as a school were very pleased with the engagement of our students during remote learning (attendance during remote learning was above that of on site learning at that time) as well as the transition back to on site learning during term 4.

### Wellbeing

Emerson School provides for student wellbeing through effective transition procedures for all students at key points in their schooling. There is a focus on the students' initial introduction to the school community through to the provision of positive pathways within the school and on to post-school options. In 2020 our Senior School continued to complete the Victorian Certificate of Applied Learning (VCAL). This option provides our students with additional skills and qualifications when seeking post-secondary pathways.

92.6% of the 2017-2020 Graduating students have been successfully placed in Vocational Education Training programs and/or part time/full time/supported employment options. Our goal in this area is to reach 100% success in placing our graduating students in further study or work at the end of each year.

### Financial performance and position

Over the last 20 years, our school has made a concerted effort to ensure growth in the areas of Staffing, Programs, Resources and Facilities. In this period, staff has grown by 260% and enrolment has grown by 72%. This

demonstrates the growth of programs and resources to maximize the learning of all students. In 2012, we were able to establish a modernized Middle Campus. The main item in our vision for Emerson School's future is to improve the facilities at our Junior/Senior Campus that are not fit for purpose and are most inadequate for the learning requirements for our students. The modernization of our Heatherton Road Campus is currently on the drawing board with Stage 1 expected to commence in the latter part of 2021. I am very pleased with planning progress to date. It is essential that the Design Development addresses the facility needs of our unique school.

In 2020, our staff numbers grew to 126 (FTE = 112.4). Our actual SRP Budget was \$12,771,860. Our expenditure that mainly addresses staff salaries totaled \$11,719,686. This resulted in an actual surplus of \$1,052,174. It should be noted that because of our relentless drive to achieve high level of equity for all students, our surplus in 2021 is projected to reduce to \$448,071.

Our School Council wishes to ensure that Stage 1 of our Building Program will accurately provide for student learning, staff accommodation, resources and storage. Our school will play an important part to ensure that this is financially achievable.

**For more detailed information regarding our school please visit our website at**  
<https://www.emersonsc.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 415 students were enrolled at this school in 2020, 139 female and 276 male.

32 percent of students had English as an additional language and 3 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.

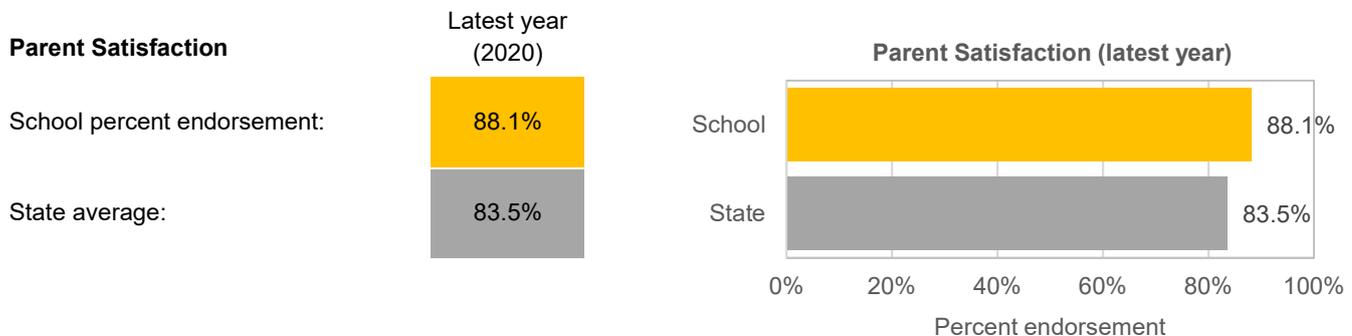
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

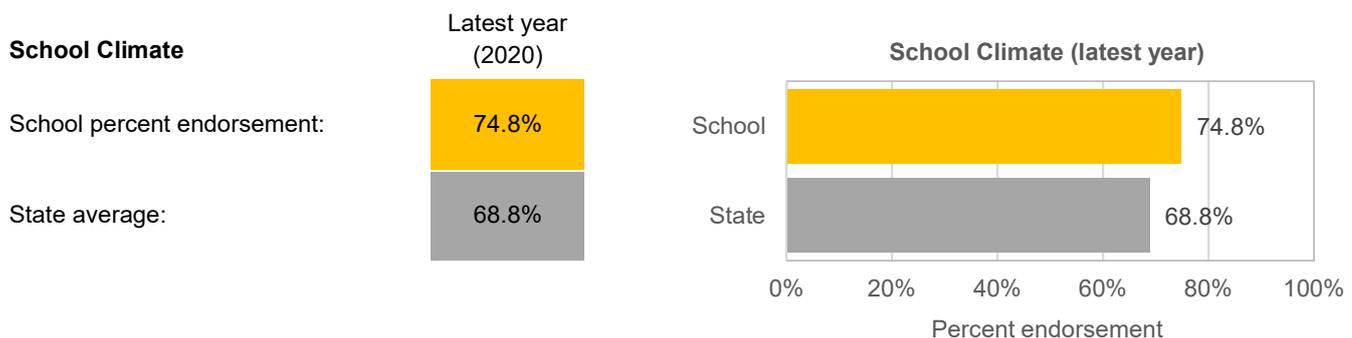


### School Staff Survey

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.



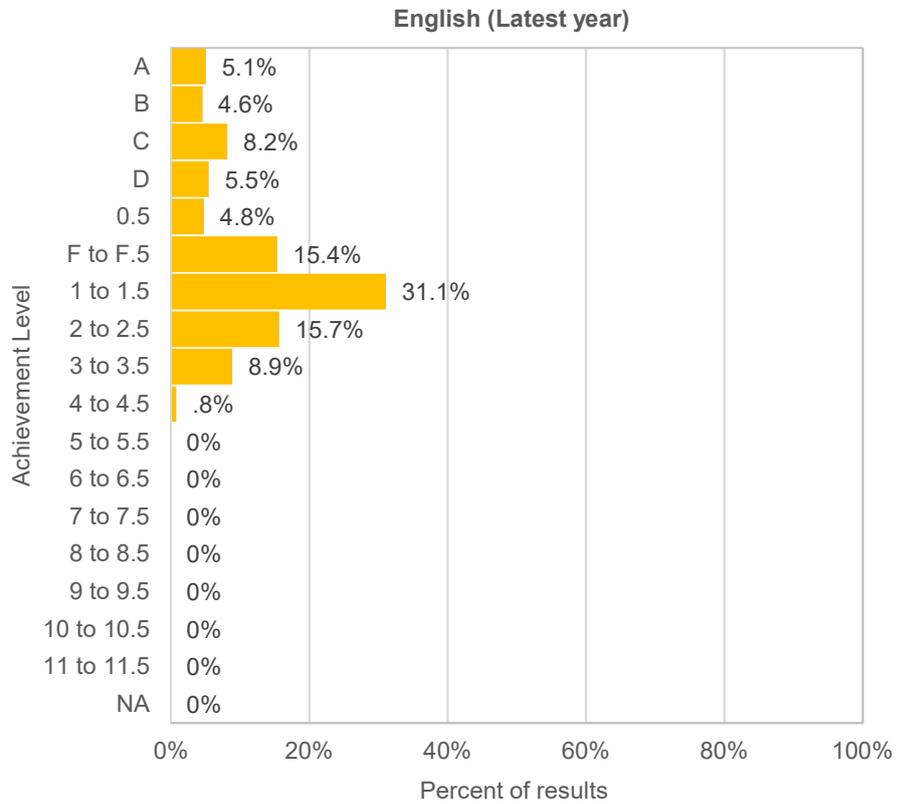
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

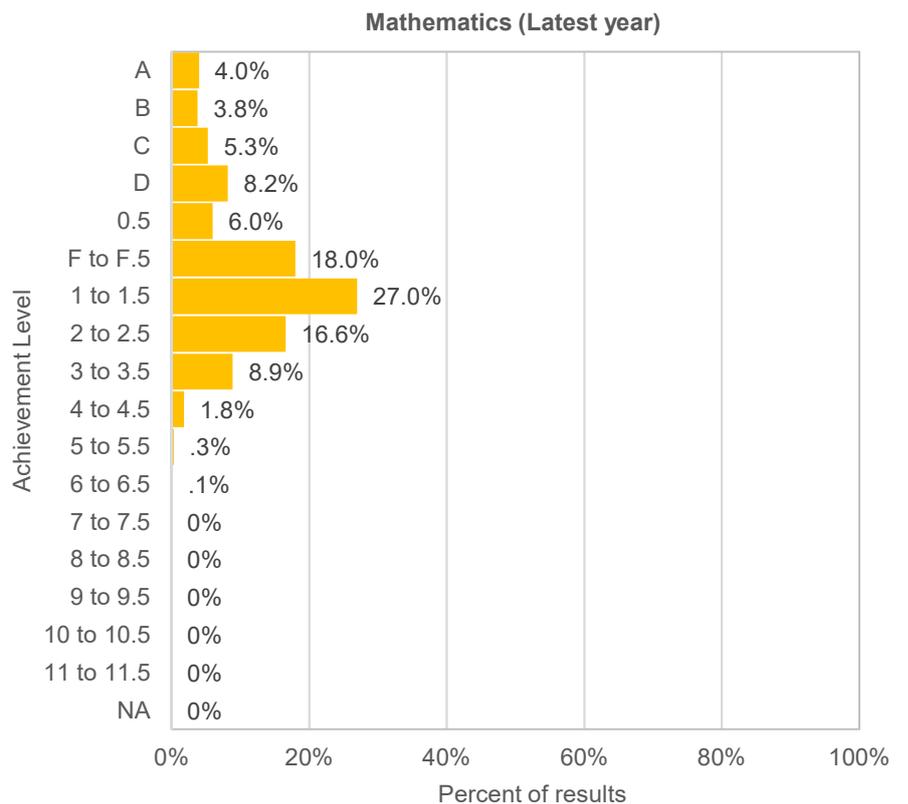
#### English

Achievement Level	Latest year (2020)
A	5.1%
B	4.6%
C	8.2%
D	5.5%
0.5	4.8%
F to F.5	15.4%
1 to 1.5	31.1%
2 to 2.5	15.7%
3 to 3.5	8.9%
4 to 4.5	0.8%
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	4.0%
B	3.8%
C	5.3%
D	8.2%
0.5	6.0%
F to F.5	18.0%
1 to 1.5	27.0%
2 to 2.5	16.6%
3 to 3.5	8.9%
4 to 4.5	1.8%
5 to 5.5	0.3%
6 to 6.5	0.1%
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:	31.4	32.4	33.1	35.2	33.0

### 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%	86.5%	NDP	90.7%	92.6%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,179,703
Government Provided DET Grants	\$1,309,560
Government Grants Commonwealth	\$20,087
Government Grants State	\$17,682
Revenue Other	\$18,905
Locally Raised Funds	\$90,121
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$17,636,057</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$362,608
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$362,608</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,492,267
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$29,308
Communication Costs	\$37,916
Consumables	\$213,744
Miscellaneous Expense <sup>3</sup>	\$52,489
Professional Development	\$36,479
Equipment/Maintenance/Hire	\$108,104
Property Services	\$487,257
Salaries & Allowances <sup>4</sup>	NDA
Support Services	\$197,339
Trading & Fundraising	\$13,920
Motor Vehicle Expenses	\$20,562
Travel & Subsistence	\$11,886
Utilities	\$96,031
<b>Total Operating Expenditure</b>	<b>\$11,797,304</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$5,838,753</b>
<b>Asset Acquisitions</b>	<b>\$31,519</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	\$836,109
Official Account	\$89,903
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$926,012</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$177,676
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$47,171
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$700,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$924,847</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.*