

# 2019 Annual Report to The School Community



School Name: Emerson School (4918)



- 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 2019 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 2020 at 02:01 PM by Samuel Silverwood (Principal)

The 2019 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.

To be attested by School Council President

## 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 Noble Park North/Lysterfield in the north, Sandhurst/Hampton Park in the south, Mulgrave/Springvale in the west and Narre Warren North in the east.

Approximately 60% 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 40% 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, 53 Classroom teachers, 43 Education support staff and 7 Admin staff. All of whom are dedicated to the development of the 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 113 and a student cohort of 414. 29% 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.

**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.

**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.

**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.

### 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.

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.

The Woodwork program will commence at the start of 2019 in the Middle school and the students are excitedly

anticipating the introduction of that program.

## 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.

## 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 2019 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.

The following data is from the 2019 Parent Opinion Survey, in regards to general parent satisfaction.

100% of parents are satisfied with the education their child receives from Emerson School, according to the Parent Opinion Survey.

94% of the 2016-2019 Graduating students have been successfully placed in Vocational Education Training programs and/or part time/full time/supported employment options.

## Financial performance and position

The actual surplus of our school's financial operations in 2019 was \$839,608. Our total operating surplus of \$4,325,930 consisted of reconciliations from previous years along with the 2019 surplus. Following negotiations with the Victorian School Building Authority, \$4 million of these funds will be contributed to the Four Stage Modernization Project of our Heatherton Road Campus. Our School Council is committed to the active development of our staff, programs, resources and facilities. Our current facilities are totally inadequate for the dynamic requirements of our learning programs. Our school has not received any Capital Works Funding since our opening in 1973. It is essential that this matter be addressed as soon as possible. Our enrolments in 2019 were maintained at a 400+ level. Our staffing numbers grew to 128. It is projected the staffing numbers will increase in the early stage of 2020 to meet the expansion of our learning programs. Our school is in a very sound financial position and we look forward to a very bright future that will include new buildings for our Junior and Senior students.

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

## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

### School Profile

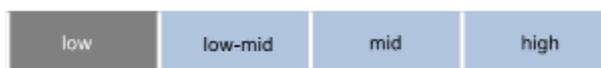
#### Enrolment Profile

A total of 395 students were enrolled at this school in 2019, 130 female and 265 male.

29 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="534 358 1404 817"> <p><b>Results: English</b></p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>3%</td></tr> <tr><td>B</td><td>5%</td></tr> <tr><td>C</td><td>8%</td></tr> <tr><td>D</td><td>6%</td></tr> <tr><td>0.5</td><td>6%</td></tr> <tr><td>F - F.5</td><td>18%</td></tr> <tr><td>1 - 1.5</td><td>30%</td></tr> <tr><td>2 - 2.5</td><td>16%</td></tr> <tr><td>3 - 3.5</td><td>5%</td></tr> <tr><td>4 - 4.5</td><td>2%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="534 862 1404 1377"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>4%</td></tr> <tr><td>C</td><td>10%</td></tr> <tr><td>D</td><td>7%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>15%</td></tr> <tr><td>1 - 1.5</td><td>32%</td></tr> <tr><td>2 - 2.5</td><td>16%</td></tr> <tr><td>3 - 3.5</td><td>8%</td></tr> <tr><td>4 - 4.5</td><td>3%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	3%	B	5%	C	8%	D	6%	0.5	6%	F - F.5	18%	1 - 1.5	30%	2 - 2.5	16%	3 - 3.5	5%	4 - 4.5	2%	5 - 5.5	1%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	2%	B	4%	C	10%	D	7%	0.5	5%	F - F.5	15%	1 - 1.5	32%	2 - 2.5	16%	3 - 3.5	8%	4 - 4.5	3%	5 - 5.5	1%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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## Performance Summary

Engagement	Student Outcomes												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>28.9</td> <td>31.4</td> <td>32.6</td> <td>32.7</td> <td>31.4</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	28.9	31.4	32.6	32.7	31.4
Year	2016	2017	2018	2019	4-year average								
Average absence days	28.9	31.4	32.6	32.7	31.4								
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>90.7</td> <td>100.0</td> <td>86.5</td> <td>ND</td> <td>94.3</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	90.7	100.0	86.5	ND	94.3
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% of students to further studies or employment	90.7	100.0	86.5	ND	94.3								

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$14,562,349
Government Provided DET Grants	\$997,274
Government Grants Commonwealth	\$15,243
Government Grants State	\$19,050
Revenue Other	\$48,957
Locally Raised Funds	\$166,695
<b>Total Operating Revenue</b>	<b>\$15,809,568</b>

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$720,404
Official Account	\$99,081
<b>Total Funds Available</b>	<b>\$819,486</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$287,720
<b>Equity Total</b>	<b>\$287,720</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$9,921,457
Communication Costs	\$31,361
Consumables	\$220,051
Miscellaneous Expense <sup>3</sup>	\$561,932
Professional Development	\$70,847
Property and Equipment Services	\$507,206
Trading & Fundraising	\$16,127
Travel & Subsistence	\$48,259
Utilities	\$106,397
<b>Total Operating Expenditure</b>	<b>\$11,483,638</b>

Financial Commitments	
Operating Reserve	\$230,254
Funds Received in Advance	\$88,949
Capital - Buildings/Grounds > 12 months	\$500,000
<b>Total Financial Commitments</b>	<b>\$819,203</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$4,325,930</b>
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<b>Asset Acquisitions</b>	<b>\$32,969</b>
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

# How to read the Annual Report

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

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

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 reports on data in key areas:

### Achievement

Student achievements in :

- English and Mathematics

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## What is the meaning of '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## Towards Foundation Level Victorian Curriculum

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.