

2018 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).
- 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 2018 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 30 April 2019 at 09:52 AM by Samuel Silverwood
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

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 4 Principal class officers, 7 Leading teachers, 52 Classroom teachers, 48 Education support staff, 6 Admin staff and 4 Technicians/Allied Health 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 128 and a student cohort of 403. 27% of whom are classified as English as an Additional Language (EAL) and 2% 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. The Emerson Literacy Program continued to rolled out across the Junior School (year 2) and Middle School (year 1). This means that students are being taught from the same program right the way through Junior and Middle 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 Curriculum Coordinator has overseen the roll out of the Emerson Literacy Program, along with the Curriculum Committee, 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 Emerson Literacy

Program (based on Jolly Phonics) has been rolled out across the Junior (last year) and Middle schools (this year). We look forward to tracking the growth of our students and analysing the data as we get further down the track.

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 on each campus 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. After an increase in overall student attendance in the first half of 2018, overall student attendance decreased over the second half of the year. 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 2018 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 2018 Parent Opinion Survey, in regards to general parent satisfaction.

Overall, 85% of parents are satisfied with the education their child receives from Emerson School, according to the Parent Opinion Survey.

88% of the 2018 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 2018 school year was a productive period that saw the maintenance of student enrolment, a small increase in the number of staff and a number of strategic projects that were continued. One of these initiatives was the development of a Wood Technology facility at our Middle Campus in readiness for the 2019 school year. Our overall financial surplus in our 2018 year was a sound result. Our net liquidity placed our school in a good position to achieve excellent outcomes in the Masterplan for the modernization of our Junior-Senior School which is currently at the Schematic Design Stage.

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



Draft

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

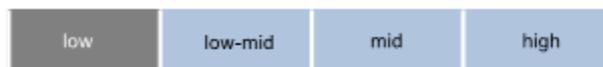
Enrolment Profile

A total of 400 students were enrolled at this school in 2018, 133 female and 267 male.

27 percent were EAL (English as an Additional Language) students and 2 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>4%</td></tr> <tr><td>B</td><td>4%</td></tr> <tr><td>C</td><td>8%</td></tr> <tr><td>D</td><td>7%</td></tr> <tr><td>0.5</td><td>4%</td></tr> <tr><td>F - F.5</td><td>23%</td></tr> <tr><td>1 - 1.5</td><td>23%</td></tr> <tr><td>2 - 2.5</td><td>13%</td></tr> <tr><td>3 - 3.5</td><td>8%</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 style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics 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>6%</td></tr> <tr><td>C</td><td>5%</td></tr> <tr><td>D</td><td>4%</td></tr> <tr><td>0.5</td><td>5%</td></tr> <tr><td>F - F.5</td><td>18%</td></tr> <tr><td>1 - 1.5</td><td>24%</td></tr> <tr><td>2 - 2.5</td><td>18%</td></tr> <tr><td>3 - 3.5</td><td>10%</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>	Level	Percentage	A	4%	B	4%	C	8%	D	7%	0.5	4%	F - F.5	23%	1 - 1.5	23%	2 - 2.5	13%	3 - 3.5	8%	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	3%	B	6%	C	5%	D	4%	0.5	5%	F - F.5	18%	1 - 1.5	24%	2 - 2.5	18%	3 - 3.5	10%	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%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>29.6</td> <td>28.9</td> <td>31.4</td> <td>32.6</td> <td>30.6</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	29.6	28.9	31.4	32.6	30.6
Year	2015	2016	2017	2018	4-year average								
Average absence days	29.6	28.9	31.4	32.6	30.6								
<p>Exit destinations</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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>91.1</td> <td>100.0</td> <td>86.1</td> <td>94.3</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	91.1	100.0	86.1	94.3
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% of students to further studies or employment	100.0	91.1	100.0	86.1	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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$13,258,010	High Yield Investment Account	\$1,068,398
Government Provided DET Grants	\$903,586	Official Account	\$85,985
Government Grants Commonwealth	\$16,655	Total Funds Available	\$1,154,383
Government Grants State	\$25,642		
Revenue Other	\$65,702		
Locally Raised Funds	\$181,924		
Total Operating Revenue	\$14,451,519		
Equity¹			
Equity (Social Disadvantage)	\$259,252		
Equity Total	\$259,252		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,448,513	Operating Reserve	\$230,894
Communication Costs	\$26,264	School Based Programs	\$23,489
Consumables	\$213,739	Capital - Buildings/Grounds > 12 months	\$900,000
Miscellaneous Expense ³	\$564,443	Total Financial Commitments	\$1,154,383
Professional Development	\$59,334		
Property and Equipment Services	\$718,782		
Trading & Fundraising	\$11,020		
Travel & Subsistence	\$49,607		
Utilities	\$99,719		
Total Operating Expenditure	\$11,191,421		
Net Operating Surplus/-Deficit	\$3,260,098		
Asset Acquisitions	\$127,056		

- (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 15 March 2019 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.