

# 2022 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 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 27 March 2023 at 08:46 AM by Samuel Silverwood (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 29 March 2023 at 03:37 PM by Heather Norman (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

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 Doveton in the east.

Approximately 53% 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 47% of students travel to school by public transport or independent means.

The teaching community across two campuses consists of 5 Principal class officers, 7 Leading teachers, 45 Classroom teachers, 38 Education support staff and 8 Admin staff, 2 speech pathologists, a occupational therapist, a mental health practitioner, a school psychologist and a vocational pathways educator. 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 111 and a student cohort of 367. 36% of whom are classified as English as an Additional Language (EAL) and 3% are classified as either Aboriginal or Torres Strait Islander.

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

### Learning

Emerson School teaches the Victorian Curriculum in the Junior & Middle schools and the Victorian Pathways Certificate in the Senior school. 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 2023 to identify those students who did not achieve their learning goals in 2022. Around 13% of students did not achieve one or more of their learning goals in 2022, this was an improvement from 2021 of 14% of students not achieving one or more of their learning goals. 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 2022. Parent satisfaction was recorded at 92.1% in the 2022 Parent Opinion Survey, coming in well above the state average for specialist schools of 84.4%. School staff recorded a 74.1% endorsement of the school climate in which they work in the 2022 Staff Opinion Survey, comparing favourably with the state average of 61.5%.

### 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. An average of 92% of the 2018-2021 Graduating students have been successfully placed in Vocational Education Training programs and/or part time/full time/supported employment options. In 2021, 100% of Emerson graduates went on to further studies or full time employment. The Respectful Relationships program has continued to be rolled out across the school. In 2023, junior students will be exposed to the program as well as all middle school classes. The program aims to promote and model respect and equality, as well as teach children how to build healthy relationships, resilience and confidence.

## 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. A professional learning team has been established which includes a member of the principal class, both wellbeing and engagement officers and the online learning support staff.

The average amount of absence days has remained consistent across the last four years at 33 days. In 2022 we saw an increase in the average absent days to 37 (up from 29 in 2021) and this is attributed to COVID isolation requirements. However, we have seen improvement in the number of students with unexplained absences drop from 42 during 2021 to 25 in 2022. A staff member offering online learning support was introduced in 2023. This role aims to academically support disengaged students and students who, for a variety of reasons, are unable to attend school in person.

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## Financial performance

Our school's financial commitments are focussed on the employment of highly skilled staff, the maintenance and development of learning programs/resources and the provision of well maintained facilities. Our Financial Performance in 2022 was dominated by the construction of Stage One of our Modernization Program. The school has provided \$1.8 million towards this. The actual SRP Income for 2022 was \$13,814,138. Actual Expenditure was \$12,830,064. This led to an annual surplus of \$984,074.

The planning for Stage Two of Building Program commenced in Term 4 of 2022. A school commitment of \$3.8 million has been approved by DOE and VSBA.

The school financial position is sound. The success of our 2022 operations is a credit to the way all parties have worked together to achieve a very successful year.

The key beneficiaries are our students who will soon have better facilities to learn in.

**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 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 397 students were enrolled at this school in 2022, 131 female and 266 male.

34 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).

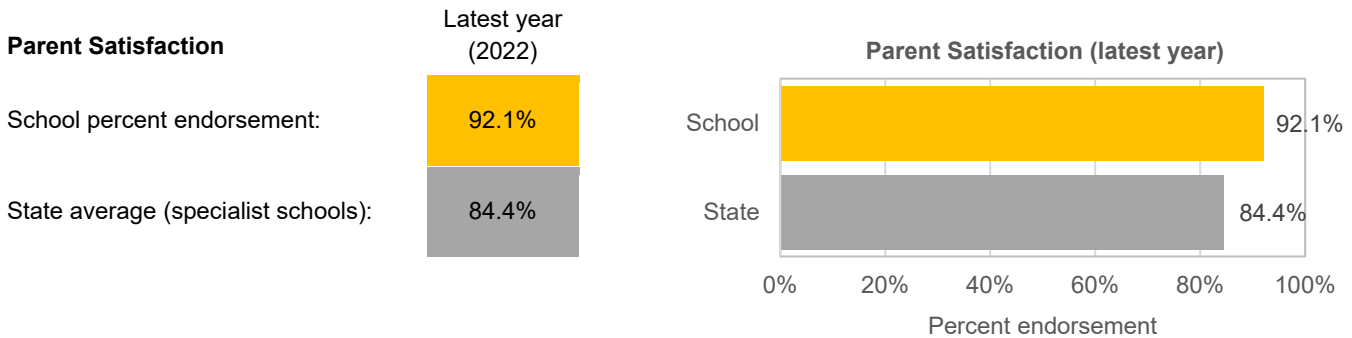
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

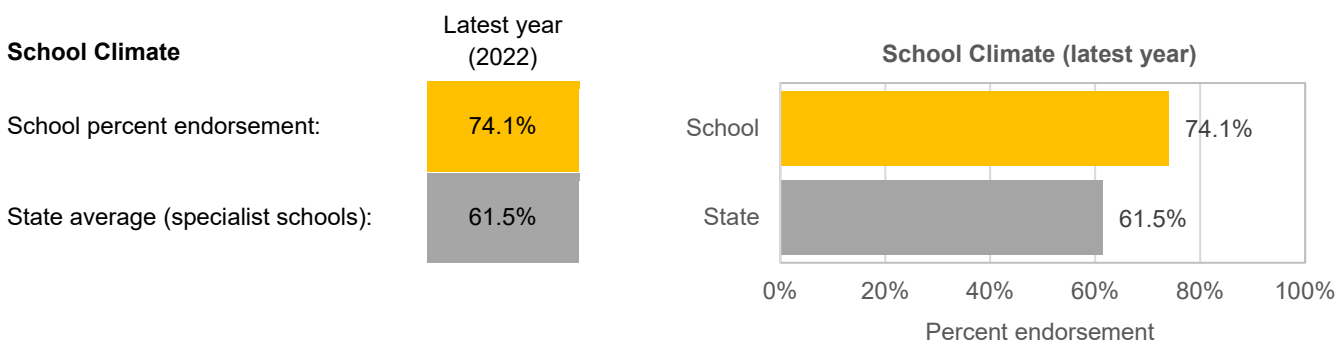


### School Staff Survey

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.



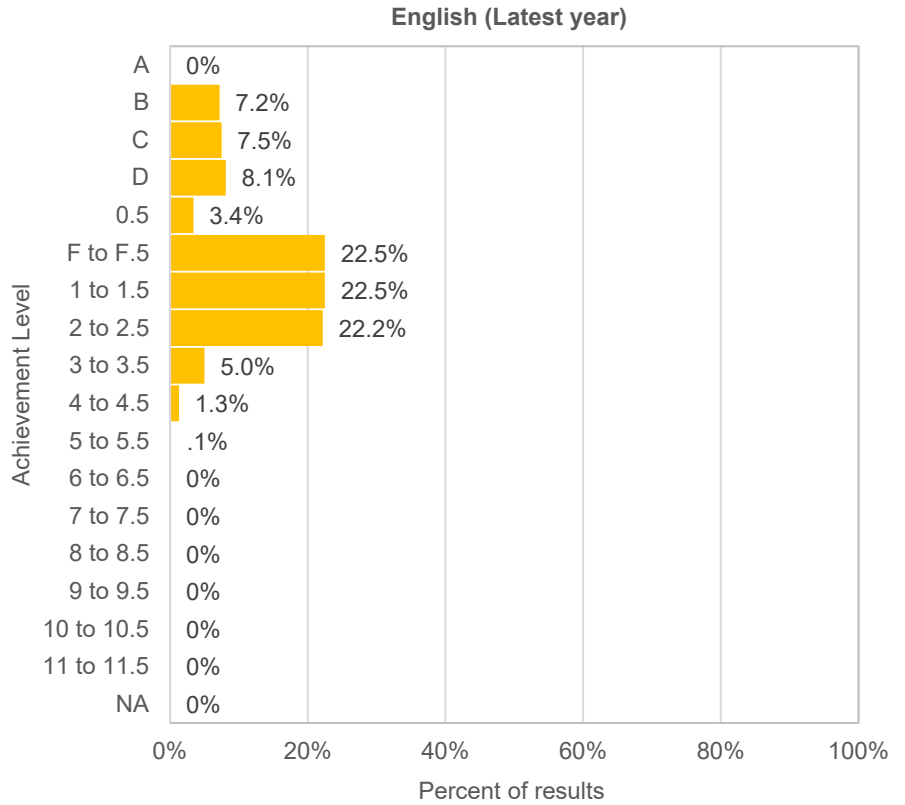
**LEARNING**

**Teacher Judgement of student achievement**

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

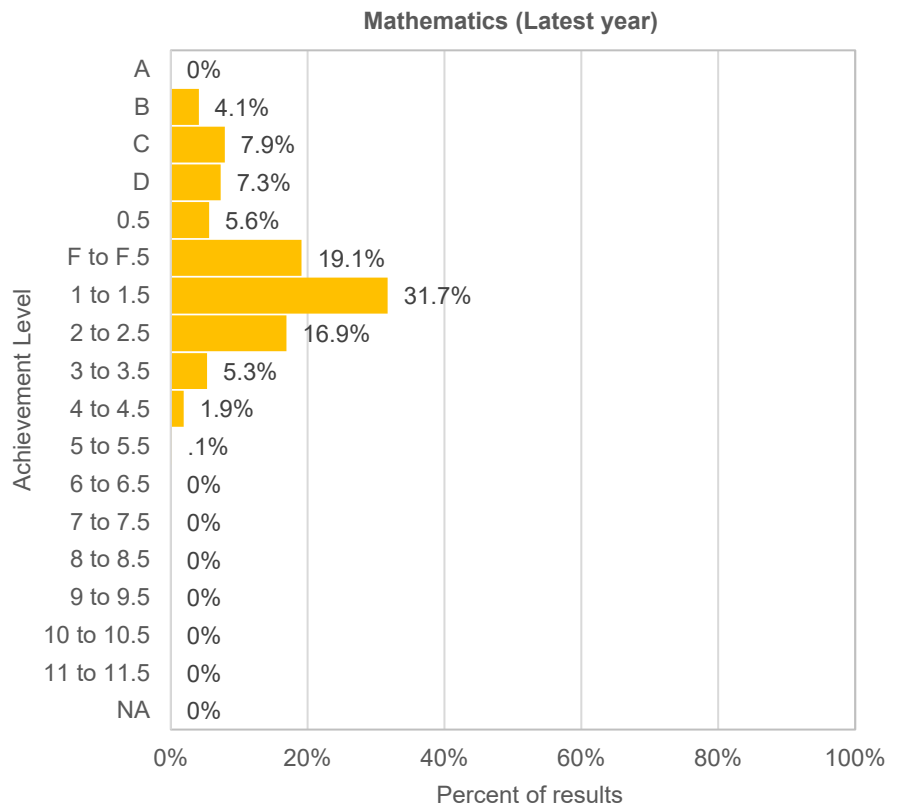
**English**

Achievement Level	Latest year (2022)
A	NDA
B	7.2%
C	7.5%
D	8.1%
0.5	3.4%
F to F.5	22.5%
1 to 1.5	22.5%
2 to 2.5	22.2%
3 to 3.5	5.0%
4 to 4.5	1.3%
5 to 5.5	0.1%
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	4.1%
C	7.9%
D	7.3%
0.5	5.6%
F to F.5	19.1%
1 to 1.5	31.7%
2 to 2.5	16.9%
3 to 3.5	5.3%
4 to 4.5	1.9%
5 to 5.5	0.1%
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:	33.1	35.1	29.6	37.5	33.8

### 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	90.5%	91.7%	100.0%	92.4%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$17,419,979
Government Provided DET Grants	\$1,390,463
Government Grants Commonwealth	\$9,037
Government Grants State	\$7,619
Revenue Other	\$31,379
Locally Raised Funds	\$123,540
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,982,016</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$374,050
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$374,050</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,490,500
Adjustments	\$0
Books & Publications	\$441
Camps/Excursions/Activities	\$101,543
Communication Costs	\$44,012
Consumables	\$244,660
Miscellaneous Expense <sup>3</sup>	\$1,857,884
Professional Development	\$73,086
Equipment/Maintenance/Hire	\$104,735
Property Services	\$295,171
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$233,552
Trading & Fundraising	\$7,409
Motor Vehicle Expenses	\$41,840
Travel & Subsistence	\$8,375
Utilities	\$85,273
<b>Total Operating Expenditure</b>	<b>\$14,588,482</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$4,393,534</b>
<b>Asset Acquisitions</b>	<b>\$111,851</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	\$919,122
Official Account	\$52,644
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$971,765</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$473,159
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$76,915
School Based Programs	\$300,000
Beneficiary/Memorial Accounts	\$3,600
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$270,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,123,674</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.*