

2023 Annual Report to the School Community

School Name: Jackson School (4979)



- 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 19 April 2024 at 02:27 PM by Anthony Jackson (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 24 April 2024 at 06:40 PM by Nerida Auld (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

Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility. We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.

Our values are learning, independence, safety, respect and responsibility. These incorporate our PBIS (SWPBS) expectations.

Jackson School was established in 1976 and is situated in the suburb of St Albans, in the South-West region of Victoria and Brimbank-Melton area as part of the Keilor-St Albans network. The community is well established with a total of 318 students enrolled in 2024. The Student Family Occupation and Education Index (SFOE) is 0.5233 (High) which reflects the socio-economic position of the community. The school is a Special School for students with a mild intellectual disability. All students must have a mild intellectual disability with a FSIQ within the 50-70 range and be funded under the Program for Students with Disabilities (PSD) or Disability Inclusion (DI).

Some students also have a secondary disability such as: Autism Spectrum Disorder (ASD), Down Syndrome and ADHD with a small number of students with a minor physical disability. 72% of students are male and 28% are female. 6% identify as Aboriginal (13) and Torres Strait Islander (1) students. The number of Aboriginal students have increased over time. 6% of students (26) are identified as at risk of disengagement with 15% of students having an access alert or restriction. This is well above other schools within the state and local area. 68% of students are identified as disadvantaged with 150 students receiving equity funding and 16 students in out of home care (OOHC).

57.5% of students were born in countries other than Australia. 24.53% of all students speak a language other than English at home of which 19.5% are Australian born. Overall, only 40.33% of all students are Australian born with 17% of students born in Vietnam. 31 language backgrounds are represented by our families with 37% of EAL students speaking Vietnamese at home. Only 5.66% are eligible for EAL funding. 1.6% are refugees.

50% of students arrive to school by eight school bus lines funded by DE Student Transport, 44% are either brought/collected by families some or all of the time, and 6% are independent travellers to and from school. The majority of families live within a 10km radius from school. The average distance families live away from school is 8.31km and up to a 46km distance away from school. Out of the three networks within the Brimbank-Melton area, around 50 feeder schools fall within Jackson School's Designated Transport Area (DTA). In 2024, Jackson School's DTA was modified due to the opening of Dharra (Aintree Specialist) School. Jackson School does not have an enrolment zone (DNA). 90 families are enrolled in our Department funded High Intensity OSHC Program ran by TheirCare. 46 families actively use the after school care service with 54 families regularly using the holiday care program.

The school has three Principal Class Officers (Principal and two Assistant Principals with one AP is currently seconded to the Department to manage the Disability Inclusion Implementation across the SWVR), five Leading Teachers, three Learning Specialists supported by eight Assistant Learning Specialists (PLT Leaders). We have 50 teaching staff and 63 Education Support staff. Jackson School does not have any Aboriginal and Torres Strait Islander (ATSI) staff. Our distributed leadership structure was implemented in 2021 and is aligned to FISO 2.0. Following our 2024 Capital Works, our school is now structured into three collaborative learning communities (Junior School, Middle School, Senior School). In 2024 we are running 29 classes with between 8-12 students in each class supported by a Teacher and at least one Education Support Staff.

As a collaborative learning community, our school improvement priorities are aligned with the Framework for Improving Student Outcomes (FISO) and our SSP goals and targets to enable us to meet our aspirations. The 2020-2024 SSP is focused around the following goals:

1. Achievement/Learning: Improve educational outcomes for all students.
2. Engagement: Improve student engagement and participation in learning.
3. Wellbeing: Improve student health and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Department's 2023 Priority Goal outlines a "Learning" key improvement strategy. This was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. From analysing our school-level data we prioritised writing as an area for improvement in place of numeracy.

Our actions have been focused around: building the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students; developing and embedding assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time; and developing the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.

In 2023 we have:

- Developed our school-wide approach to writing (Jackson Writing Cycle with Developmental Checklist) to provide authentic, real-world learning opportunities for our students.
- Built staff capacity to provide differentiated, responsive teaching and learning through PLTs/Jackson Learning
- Developed consistent formative assessment tools to inform teacher's understanding of student's individual needs and identify students requiring additional support.
- Delivered Victorian Pathways Certificate in 2023 as part of the DE Senior Secondary Reform.
- Strengthened succession planning and career opportunities through a distributed leadership and workforce planning model, including: two Learning Specialists (Teaching & Learning) for Literacy and Numeracy
- Rolled-out staged implementation of the Sounds Write Phonics program at Tier 1.
- Reviewed and refined Jackson Essentials Curriculum and Scope & Sequence documents, aligned to the Senior Secondary Reform.

Our 2023 achievement data shows:

- ILP Data: 95% of students made good progress or above in their ILP goals across all learning areas.
- Band Data: Literacy & Numeracy Domains/Modes all above like special schools, including for Writing (Breadth Level 2.5 and above).
- Benchmark Data: In all domains/modes there was an increase in students achieving at or above Jackson Benchmarks.
- 22-36% of students are achieving well above Jackson Benchmarks, except for Writing.
- Exit Destination Data: 100% on students placed in further education, training, post-school pathway or employment/apprenticeships.

Our 2023 Contextual Groups of Learners (CGOLS) data shows:

- All students at Jackson School have an intellectual disability and are funded under the Program for Students with Disability or Disability Inclusion.
- OOHC students achieved above non-OOHC students against Jackson Benchmarks, except for Number & Algebra. More OOHC students are now working within Foundation (Levels F-2 and above). This is better than non-OOHC peers.
- ATSI students achieved above non-indigenous students against Jackson Benchmarks. Fewer ATSI students are working within Pre-Foundation (Levels A-D). This is better than non-indigenous peers.
- EAL students are performing better than their English-speaking peers against Jackson Benchmarks. The number of EAL students working within Pre-Foundation (Levels A-D) has reduced. This is better than their English-speaking peers.
- Equity students are underperforming compared to their non-disadvantaged peers against Jackson Benchmarks, with the exception of Speaking & Listening and Personal & Social Capability. However, the number of Equity students working within Pre-Foundation (Levels A-D) has reduced. This is better than their non-disadvantaged peers.

Wellbeing

The Department's 2023 Priority Goal outlines a "Wellbeing" key improvement strategy. This was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our actions have been focused around: developing procedures, protocols and systems to identify students at risk of disengagement and implement a multi-tiered response (RTI/MTSS) to ensure all students are connected to learning; building staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of students, using a multi-tiered response to intervention (RTI/MTSS); and promoting and engage students in programs to develop their physical/social/emotional/cultural/civic wellbeing aligned to existing supports and systems already in place, including bully prevention.

In 2023 we have:

- Appointed Mental Health and Wellbeing Leading Teacher to deliver Mental Health in Primary Schools targeted initiative. This will support the whole-school (Tier 1) development of student mental/physical health and social-emotional wellbeing including the alignment of the 8 High-Impact Wellbeing Strategies (HIWS).
- Employed a Mental Health Practitioner (0.6 Secondary and 0.2 Primary) to deliver Mental Health Menu/Toolkit and support the whole-school (Tier 1) promotion of positive mental/physical health and social-emotional wellbeing.
- Employed Art Therapists (0.8), Youth Worker and Social Worker as part of the Mental Health Fund to provide targeted cohort small group intervention and in-class support (Tier 2) to improve students' social participation, communication skills, self-esteem, confidence, drug and alcohol use and bullying.
- Engaged with School Wide Positive Behaviour Support (SW-PBS) Coaching Initiative to review and refine PBIS practices.
- Provided refresher professional learning to staff on the Berry Street Education Model (BSEM) • Monitored and developed Jackson Essentials Curriculum to support student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs using Accelerus (dog/animal therapy, art therapy, social skills/thinking, drug/alcohol awareness, bullying, social media, HOL).

The Student Attitudes to School Survey shows:

- 95% Effective classroom behaviour: Teachers manage behaviour effectively in the classroom. This is above similar schools at 88% and other schools across the state at 81%.
- 92% Motivation and interest: Students show an interest in and are motivated by what they are learning. This is above similar schools at 86% and other schools across the state at 81%.
- 92% Sense of inclusion: Primary students have a sense of inclusion at their school. This is above similar schools at 90% and other schools across the state at 87%.
- 91% Differentiated learning challenge: Students are challenged and supported at the appropriate level (differentiated learning). This is above similar schools at 88% and other schools across the state at 84%.
- 91% Self-regulation and goal setting: The extent to which students prepare themselves for learning. This is above similar schools at 86% and other schools across the state at 82%.
- 90% High expectations for success: Teachers and students have high expectations for success. This is above similar schools at 89% and other schools across the state at 85%.
- 89% Teacher concern: Teachers show concern and are empathic to students. This is above similar schools at 87% and other schools across the state at 82%.
- 89% Effective teaching time: Teachers prepare students for learning, use class time effectively and provide useful feedback. This is above similar schools at 87% and other schools across the state at 80%.
- 89% Sense of confidence: Students are confident in their ability to learn.. This is above similar schools at 83% and other schools across the state at 77%.
- 87% School stage transitions: The program and support offered at the school is helpful for students transitioning into a new school or to secondary school. This is above similar schools at 82% and other schools across the state at 83%.
- 84% Managing Bullying: Students perceive the school handles bullying and harassment appropriately. This is above similar schools at 81% and other schools across the state at 77%.
- 83% Stimulated learning: Teachers are making students interested in learning. This is above similar schools at 80% and other schools across the state at 76%.
- 81% Perseverance: Measures students' level of perseverance, their capacity to manage, recover and move on from challenging events. This is above similar schools at 77% and other schools across the state at 73%.
- 80% Student voice and agency: Students perceive they are heard and have a say at their school. This is above similar schools at 79% and other schools across the state at 74%.
- 80% Sense of connectedness: Students have a sense of belonging at their school. This is above similar schools at 77% and other schools across the state at 74%.

Engagement

Aligned to our 2020-2024 School Strategic Plan (SSP), our Engagement Goal aimed to improve student engagement and participation in learning. We have been working on developing a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren; and deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.

In 2023 we have:

- Worked with the VSBA to deliver our \$10 million school building upgrade, including a school contribution of \$2.4m (12 new Classrooms including a STEM Lab and Art Therapy, an Allied Health Centre, a new P-2 Playground, a new Library and Community Hub, a new Performing Arts Centre with Radio and Film Studios, a new Café with Hospitality Kitchen, a new Staffroom PLT space, new staff toilets and resource room)
- We have been working on strengthening partnerships with our parents and carers. We had a good uptake from families for our NDIS information sessions and Year 11&12 pathway sessions. Over 93% of students are now accessing the NDIS.
- Strengthen community diversity by celebrating key events (Tet, Eid, Harmony Week etc) including Campfire Conversations as part of the Self Determination Reform.
- Developed strong parent relationships with our at risk families through our Social Workers to work through issues of student disengagement.
- Re-launched community events and information sessions to strengthen trust and partnerships between school and the parent/carer community.
- Build staff understanding about the transition from Program for Students with Disability (PSD) to Disability Inclusion.

The Parent / Caregiver / Guardian Survey showed the following measures were above similar special schools and other state schools:

- 98% General satisfaction: Overall satisfaction with the school, its facilities, resources and extra-curricular activities. This is above similar schools at 83% and other schools across the state at 85%.
- 98% School pride and confidence: Parents/Caregivers/Guardians feel confident and trust that the school, and the Victorian Government more broadly, is achieving the best outcomes for their child. This is above similar schools at 81% and other schools across the state at 83%.
- 96% Promoting positive behaviour: Parent/Caregiver/Guardian perception about the schools' effective promotion of positive behaviour. This is above similar schools at 90% and other schools across the state at 90%.
- 96% Physical environment. This is above similar schools at 91% and other schools across the state at 91%.
- 95% School communication: Parent/Caregiver/Guardian satisfaction of the school's communication with them. This is above similar schools at 86% and other schools across the state at 86%.
- 94% Confidence and resiliency skills: Parent/Caregiver/Guardian perceptions of the opportunities for students to develop confidence and resilience. This is above similar schools at 87% and other schools across the state at 87%.
- 94% School improvement: Perception of the school's efforts to continually improve. This is above similar schools at 82% and other schools across the state at 83%.
- 93% Student motivation and support: Students are supported and feel motivated by the ways they are learning.. This is above similar schools at 83% and other schools across the state at 84%.
- 92% Respect for diversity: Parents/Caregivers/Guardians perceive that people are treated fairly and diversity is respected. This is above similar schools at 89% and other schools across the state at 90%.
- 92% School connectedness: Parent/Caregiver/Guardian perceptions about their child's sense of belonging and connection to the school. This is above similar schools at 88% and other schools across the state at 87%.
- 91% Positive transitions: Students feel prepared for each year of schooling and for the pathway they will take next. This is above similar schools at 86% and other schools across the state at 84%.
- 90% Teacher communication: Parents/Caregivers/Guardians feel that teachers are approachable and communicate effectively with them. This is above similar schools at 82% and other schools across the state at 84%.
- 92% High expectation for success: Teachers and students have high expectations for success. This is above similar schools at 89% and other schools across the state at 87%.
- 92% Stimulating learning environment: Parents/Caregivers/Guardians perceive that teachers create a conducive learning environment and make learning stimulating. This is above similar schools at 83% and other schools across the state at 83%.
- 90% Effective teaching: Parent/Caregiver/Guardian's perceptions of the effectiveness and quality of teaching in the school. This is above similar schools at 82% and other schools across the state at 84%.
- 88% Participation and involvement: Schools have a strong connection to their parent/caregiver/guardian community and promote involvement. This is above similar schools at 77% and other schools across the state at 78%.

- 82% Student agency and voice: Parent/Caregiver/Guardian perceptions of the opportunities for students to develop agency and voice. This is above similar schools at 78% and other schools across the state at 78%.
- 81% Special Needs (Support Services): Parent/Caregiver/Guardian satisfaction with school support services for children in specialist schools. This is above similar schools at 70% and other schools across the state at 74%.
- 87% Managing bullying: Parents/Caregivers/Guardians perceive the school handles bullying and harassment appropriately. This is above similar schools at 78% and other schools across the state at 74%.
- 71% Non-experience of bullying. This is above similar schools at 60% and other schools across the state at 64%.

This is in line with similar special schools, network schools in the area and other state schools. Reducing students' experience bullying at school and online remains a priority for us as a school to ensure all students feel safe at school.

Our attendance data shows the number of average student absence days was 30.1 days (27.5 for Primary and 32.4 for Secondary). Common reasons for non-attendance include illness/medical appointments and extended family holidays. Our overall attendance rate is now 86.1% in Primary and 83.6 in Secondary. The average number of unapproved absences in 2023 were reduced to 5 days in Primary and 7.8 days in Secondary. Our Tier 3 (Severely Chronic) absences have decreased in Primary (30%) and increased in Secondary (38%). In 2023, the percentage of students with 20 or more absence days (Tier 2 Chronic) has reduced to 14% in Primary and increased to 18% in Secondary. Combined this is 43% of the school for Primary which is below similar special schools (51%) but above the state (36%) and network schools (37%). For Secondary this is 56% of the school which is below similar special schools (54%) but above the state (44%) and network schools (43%). The number of students at Tier 1 (At Risk) for ten or more days away has increased to 31% in Primary and decreased to 23% in Secondary. Only 12 students in Primary (8%) and 11 students (7%) in secondary had no days away from school in 2023. Even though we have improved our attendance processes, this continues to be an improvement priority in 2024. Student late arrivals and early departures remain an area for improvement.

Other highlights from the school year

In 2023, our Differentiated School Performance Group was INFLUENCE. This means our performance is high or very high. This level of performance is maintained consistently over 3 years or is on a positive improvement trajectory with the school acting as an influencer and system leader.

Our 2023 School Staff Survey data shows:

- 96% Collective focus on student learning: The degree to which all of the school's activities are organised to promote student learning. This is above similar schools at 85% and other schools across the state at 80%.
- 95% Collective responsibility: The degree to which staff view the success of all students as their shared responsibility. This is above similar schools at 83% and other schools across the state at 79%.
- 94% Guaranteed and viable curriculum: The degree to which the curriculum is coherent across year levels and is delivered adequately in the time allotted. This is above similar schools at 78% and other schools across the state at 70%.
- 91% Parent and community involvement: The degree to which parents and the wider community are involved in school activities and programs. This is above similar schools at 76% and other schools across the state at 76%.
- 91% Instructional Leadership: The degree to which the school leadership is directly involved in the design, implementation and monitoring of curriculum, instruction, and assessment; hands-on support for instruction. This is above similar schools at 76% and other schools across the state at 69%.
- 90% Staff trust in colleagues: The degree to which staff trust and understand one another. This is above similar schools at 77% and other schools across the state at 72%.
- 88% Collective efficacy: The degree to which school staff believe they have the necessary skills, expertise and resources to successfully educate student. This is above similar schools at 78% and other schools across the state at 74%.
- 88% Teacher collaboration: The degree to which staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. This is above similar schools at 71% and other schools across the state at 66%.
- 81% Academic emphasis: The degree to which emphasis is placed on the importance of academic success and school norms support learning. This is above similar schools at 61% and other schools across the state at 56%.
- 77% Trust in students and parents: The degree to which staff trust the students and parents of the school community. This is above similar schools at 57% and other schools across the state at 54%.
- 74% Shielding/Buffering: The degree to which staff are protected from intrusions that distract from learning and teaching. This is above similar schools at 59% and other schools across the state at 53%.

Financial performance

Jackson School had a total operating revenue for 2023 of \$15,269,694. An increase of \$931,853 from 2022. Our operating revenue comprised funding from the Student Resource Package (SRP) (\$12,192,865), Commonwealth and State Government Grants (\$2,973,108) and other locally raised funds (\$48,532). Inclusive in our operating revenue was \$214,753 worth of equity funding, which was used to support the funding of our Social Worker, an additional 0.2 Mental Health Practitioner and Hands-on Learning (HOL) artesian teacher. Our total operating expenditure for 2023 was \$11,729,721. All funds expended were used to support the improvement of student learning outcomes.

Jackson School continued to receive funding to support both the St Albans-Keilor Inclusive Practice Partnership (SKIPP) pilot, where one of our teachers is released to support network schools with their inclusive practices. This will be replaced by the Inclusion Outreach Coaching initiative in 2024. The Out of School Hours Care (OSHC) Demonstration Program will also conclude being replaced by the High Intensity OSHC Program in 2024 where families are provided with free after-hours and vacation care to enable families with children with disabilities to access community services.

Due to the continuing financial hardship that our families are experiencing, our school council decided to set the voluntary parent/carer contributions to \$60. We saw a voluntary collection rate of 19.08% (\$3,230.00). Jackson School continued to provide all our students with the resources they required to complete their learning tasks and the funding to participate in excursions and external activities.

To further enhance our Asset Management Plan (AMP) school upgrade, our School Council has contributed a further \$796,992.68 in 2023 totalling an investment of \$2.4m towards this project. This further contribution has enabled the full scope of the project to be delivered, including a new hospitality training kitchen, library, staff facilities, allied health therapy space, 12 new classrooms and a playground. The further investment in our AMP also included funding for new furniture (\$281,229.480), appliances (\$20,095.09) and IT and AV equipment (\$61,758) for the new spaces.

In addition to the contribution to the AMP, \$160,551 was spent improving and maintaining our buildings and grounds, \$65,970 was spent purchasing a new 12-seater bus, and \$73,949 was spent on new IT devices to enhance the teaching and learning opportunities offered to staff and students.

Our managed surplus in 2023 was \$3,539,974. This funding has been allocated to our confirmed 2024 Student Resource Package. It will be used in conjunction with our 2023 operating revenue to support additional staffing, 1:1 device program renewal, procurement of three new school buses and a motor vehicle, funding to subsidise charging our families a reduced contribution for activities and resources in 2024 and a further \$2,800,000 investment in capital building projects over the next four years.

For more detailed information regarding our school please visit our website at
<https://www.jacksons.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 282 students were enrolled at this school in 2023, 81 female and 201 male.

43 percent of students had English as an additional language and 5 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).

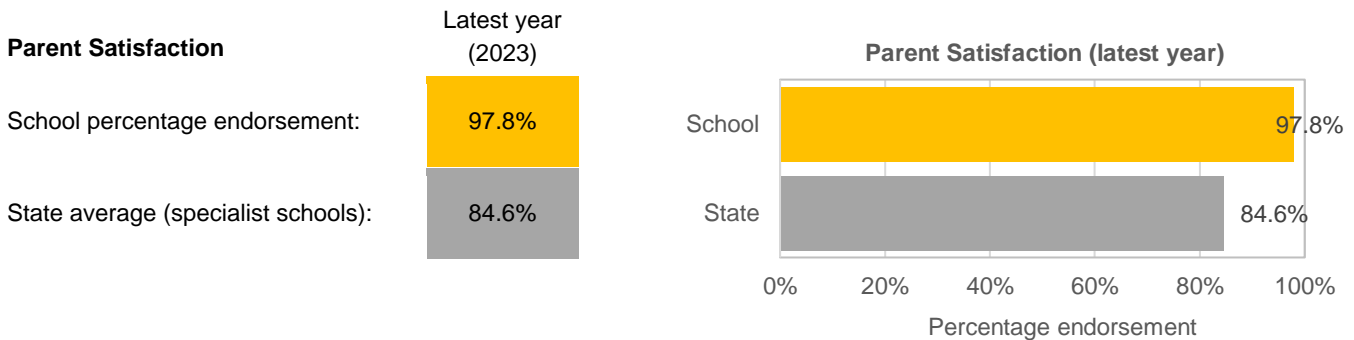
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

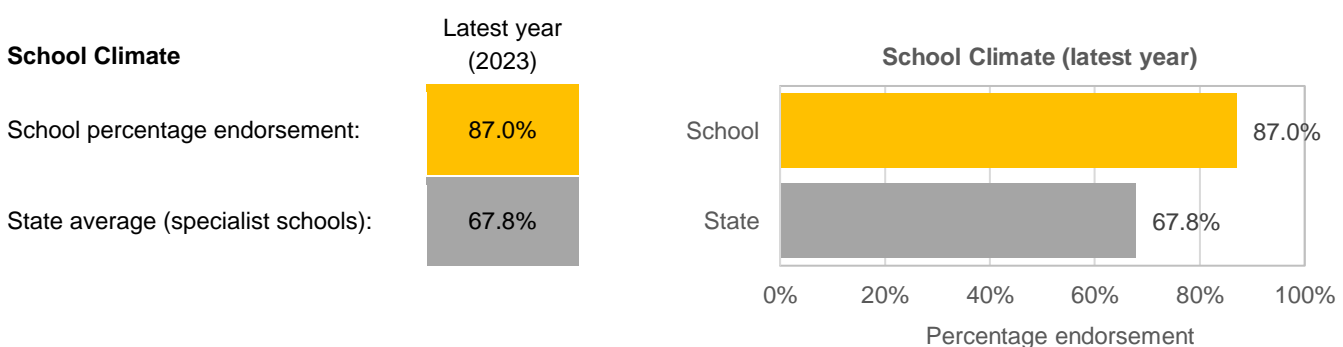


School Staff Survey

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.



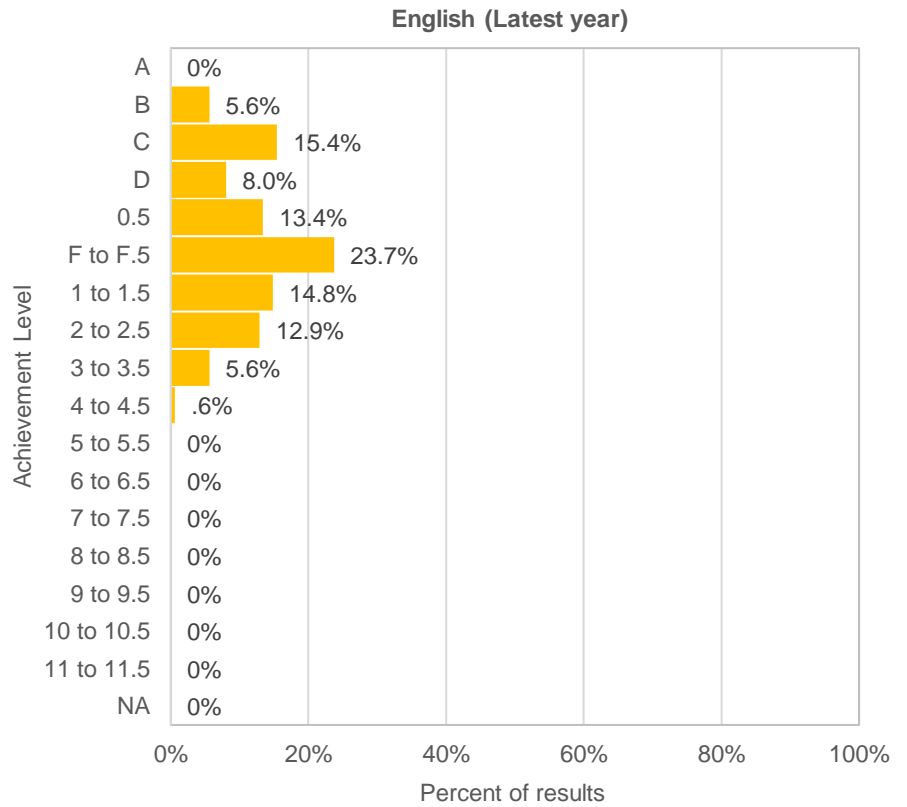
LEARNING

Teacher Judgement of student achievement

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

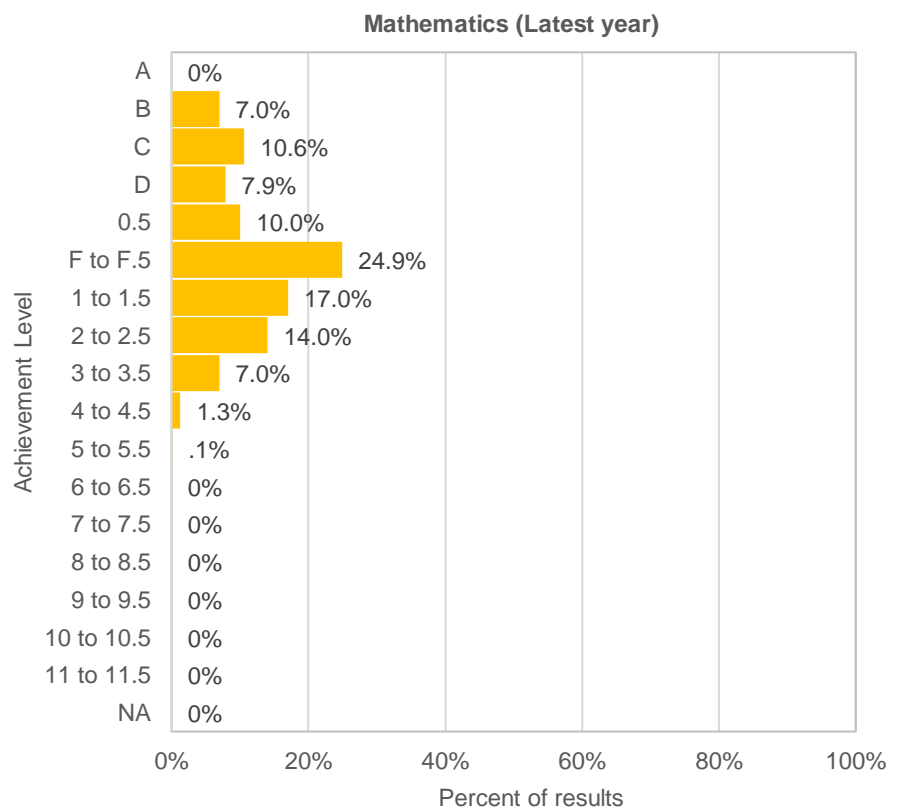
English

Achievement Level	Latest year (2023)
A	NDA
B	5.6%
C	15.4%
D	8.0%
0.5	13.4%
F to F.5	23.7%
1 to 1.5	14.8%
2 to 2.5	12.9%
3 to 3.5	5.6%
4 to 4.5	0.6%
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	7.0%
C	10.6%
D	7.9%
0.5	10.0%
F to F.5	24.9%
1 to 1.5	17.0%
2 to 2.5	14.0%
3 to 3.5	7.0%
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



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:	34.7	27.3	33.5	30.1	31.4

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:	97.4%	100.0%	89.2%	90.6%	94.2%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$12,192,865
Government Provided DET Grants	\$2,945,250
Government Grants Commonwealth	\$13,058
Government Grants State	\$14,800
Revenue Other	\$55,189
Locally Raised Funds	\$48,532
Capital Grants	\$0
Total Operating Revenue	\$15,269,694

Equity ¹	Actual
Equity (Social Disadvantage)	\$214,753
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$214,753

Expenditure	Actual
Student Resource Package ²	\$9,289,025
Adjustments	\$0
Books & Publications	\$16,804
Camps/Excursions/Activities	\$296,117
Communication Costs	\$20,953
Consumables	\$138,928
Miscellaneous Expense ³	\$429,142
Professional Development	\$33,458
Equipment/Maintenance/Hire	\$397,505
Property Services	\$179,762
Salaries & Allowances ⁴	\$280,217
Support Services	\$460,687
Trading & Fundraising	\$32,202
Motor Vehicle Expenses	\$84,088
Travel & Subsistence	\$2,152
Utilities	\$68,679
Total Operating Expenditure	\$11,729,721
Net Operating Surplus/-Deficit	\$3,539,974
Asset Acquisitions	\$233,046

- (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	\$1,369,601
Official Account	\$156,457
Other Accounts	\$0
Total Funds Available	\$1,526,058

Financial Commitments	Actual
Operating Reserve	\$380,588
Other Recurrent Expenditure	\$20,354
Provision Accounts	\$0
Funds Received in Advance	\$39,754
School Based Programs	\$420,912
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,450
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$295,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,526,058

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.