



Annual Report 2024

Our Vision

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 potential; enabling our students to be valued and contributing members of the wider community.

We share and celebrate our successes and achievements.

Our Values

Learning

Independence

Safety

Respect

Responsibility

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. Jackson School is a child safe community. We acknowledge the traditional owners of the land on which our school is situated, the Wurundjeri (Woi Wurrung) peoples of the Kulin Nation, and pay our respects to elders past, present and emerging. 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 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.

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 four Principal Class Officers (Principal and three Assistant Principals with one AP currently on long-term leave), three Leading Teachers, three Learning Specialists (one on leave) supported by eight Assistant Learning Specialists (PLT Leaders). We have 50 teaching staff and 63 Education Support 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

In the 2024 School Review, the panel determined that the 2020–2024 SSP goal, to improve educational outcomes for all students, was mostly achieved. The evaluation against the Framework for Improving Student Outcomes (FISO) received a rating of "Embedding" in the Teaching & Learning and Assessment elements. Despite the system-wide disruptions during this strategic period this was delivered through:

1. 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.
2. Developing and embed 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.
3. Developing the leadership capabilities of professional learning team leaders to expertly use data and the FISO improvement cycle to improve student learning outcomes.

Some activities to increase student learning in 2024 have been:

- Rolled out LLLL Phonics program to Prep-Year 6 in line with the Foundational Literacy guidance
- Strengthened staff understanding of reflective, responsive teaching for differentiated learning based upon Carol Ann Tomlinson's work on Differentiation and the Disability Inclusion domains and activities
- Implemented revised Essential Curriculum (Scope & Sequence) in P-10
- Developed revised Curriculum Framework timetable allocations (including Personal, Social and Community Health) in readiness for 2025
- Revised Assessment Schedule to review summative assessment tools and include ongoing formative assessment strategies in Terms 1 and 3
- Increased Learning Specialists to provide increased differentiated coaching support for staff (Teaching and Learning - Literacy & Numeracy)
- Strengthened inquiry approach to PLTs through the FISO improvement cycle (Guiding Question, Bring Evidence, Try New Strategies, Peer Observations/Learning Walks & Talks)
- Documented a middle leadership training framework to provide coaching training to Learning Specialists and PLT Leaders
- Strengthened induction program to differentiated coaching support to Education Support staff

This has resulted in our student learning data showing:

- All factors in the School Staff Survey were above similar special schools, network and other schools across the state
- As indicated in the Performance Summary, positive responses from staff about School Climate was 83.7% compared to the state average (specialist schools) at 67.7%
- ILP Data: 95% Good Progress or Above in ILP Goals across English and Maths (AIP & Old SSP Targets)
- ILP Data: 73% Very Good Progress or Above in ILP Goals across English and Maths (New SSP Targets) with 82% in English (combined) and 73% in Maths (combined)
- Band Data: 56% students are working in Victorian Curriculum Levels Foundation and above in English and 62.62% in Mathematics
- VPC completion: 84% of student completed a full Victorian Pathways Certificate (VPC)

Draft

Wellbeing

In the 2024 School Review, the panel determined that the 2020–2024 SSP goal, to improve educational outcomes for all students, was mostly achieved. The evaluation against the Framework for Improving Student Outcomes (FISO) received a rating of "Excelling" in the Leadership and Support & Resources elements. Despite the system-wide disruptions during this strategic period this was delivered through:

1. Building staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier one, two and three students.
2. Promoting and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
3. Developing staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.

Some activities to increase student wellbeing in 2024 have been:

- Supported staff to document student-specific adjustments (Tier 2/3) aligned to the Disability Inclusion domains and activities
- Developed a Ready 2 Learn Framework to establish Tier 1 classroom environment adjustments
- Tracked progress of Tier 2/3 interventions and alternate programs using Tier 3 Goal Bank / DI Domains/Activities using Accelerus
- Improved students' understanding of bullying and resilience/positive coping strategies at Tier 1
- Strengthened school-wide PBIS practices in line with the SWPBS initiative and establish PBIS Rewards Shop (Jackstore)
- Appointed Leading Teacher (Mental Health & Wellbeing), Mental Health Practitioner (0.8), and Art Therapists (1.0) to improve the mental health and wellbeing of students (Tier 2/3)
- Built staff capacity to participate in Disability Inclusion Profile Meetings (DIPM) through Jackson Learner CMM to complete 50 Disability Inclusion Profile Meetings (DIPM) in 2024

This has resulted in our student wellbeing data showing:

- Our new school performance group for Wellbeing is HIGH (Previously INFLUENCE) with 3 out of 5 measures maintained and 2 out of 5 measures above similar schools
- All factors in the Student Attitudes to School Survey were above similar special schools, network and other schools across the state
- 71% Very Good Progress or Above in ILP Growth for Personal & Social Capability (new SSP Target)
- SWPBS incident data show a decline in challenging behaviour. We have been awarded the SWPBS Blue Award and applied for the Bronze & Silver Awards. The introduction of the Jackstore (PBIS Shop) has strengthened our Jackpoints rewards system and in turn positive acknowledgements of expected behaviours from staff

Engagement

In the 2024 School Review, the panel determined that the 2020–2024 SSP goal, to improve educational outcomes for all students, was mostly achieved. The evaluation against the Framework for Improving Student Outcomes (FISO) received a rating of "Embedding" in the Engagement elements. Despite the system-wide disruptions during this strategic period this was delivered through:

1. 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.
2. Developing procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.
3. Deepening and diversifying partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.

Some activities to increase student engagement in 2024 have been:

- Provided an official opening of our new facilities following the completion of our \$12 million AMP capital works program
- Strengthened Student Support Group (SSG) practices and documentation (IEP Learner Profiles)
- Increased family engagement to support community events, in addition to School Council PCFA
- Maintained Social Worker and Youth Worker home visits to support families to improve attendance and participation
- Worked with STU and bus companies to implement changes in Designated Transport Area (DTA)
- Appointed OSHC Project Manager 0.2 to liaise with third-party OSHC provider (TheirCare) to deliver new High Intensity OSHC Program
- Developed a Hands-on Learning (HOL) Work-Experience Program in partnership with Keilor Downs Secondary College (KDC). We have been awarded the State Award, Regional Aware, Greatest Improvement of a School's Green Space Award at the 2024 Victorian School Gardening Program Awards Ceremony.
- Employed Inclusion Outreach Coach (0.2 at Jackson School) to provide differentiated coaching support and professional learning to staff and regional schools, including the coordination of in-reach visits from mainstream partner schools

This has resulted in our student engagement data showing:

- All factors in the School Parent / Caregiver / Guardian Survey were above similar special schools, network and other schools across the state
- As indicated in the Performance Summary, Parent General School Satisfaction was 95.5% compared to the state average (specialist schools) at 85.4%
- Exit Destination Data: 100% on students were placed in further education, training and part-time employment at the end of Year 12. 84.2% were placed in further education, training and full-time employment at the end of Year 12.
- As indicated in the School Performance Report, our Attendance Rate was "High" at 93%, well above similar schools at 88%

Our attendance data shows the number of average student absence days was 29.1 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 87.6% in Primary and 79.8% in Secondary. The average number of unapproved absences in 2024 were 13.7 days (6.1 in Primary and 15.2 days in Secondary). This has increased due to severely chronic student absenteeism. 49.5% of students were absent for more than 20 days. This is better than similar schools (59%) but higher than network schools (42%) and state (44%). Even though we have improved our attendance processes, this continues to be an improvement priority in 2025. Student late arrivals and early departures remain an area for improvement.

Draft

Financial performance

Jackson School had a total operating revenue for 2024 of \$17,439,049. Our operating revenue comprised of funding from the Student Resource Package (SRP) (\$13,965,576), Commonwealth and State Government Grants (\$3,359,972) and other locally raised funds (\$56,579). \$226,932 worth of equity funding which was used to support the funding of our Social Worker, additional 0.2 Mental Health Practitioner, Hands on Learning (HOL) artesian teacher and Youth Worker to support with the re-engagement of students. \$162,729.38 of Disability Inclusion (Tier 2) has been used to appoint additional staff to support the transition from the Program for Students with Disabilities to Disability Inclusion. This has included the promotion of two Assistant Principals, Leading Teacher - Disability Inclusion, sub-school Leading Teachers (Junior School, Middle School, Senior School) and Disability Inclusion Coordinator. \$41,023.72 of the Mental Health Fund and Menu has been used to employ two Art Therapists in addition to our Mental Health Team (Leading Teacher - Mental Health & Wellbeing, Mental Health Practitioner, Behaviour Therapist).

Our total operating expenditure for 2024 was \$13,991,399. All funds expended were used to support the improvement of student learning outcomes.

- \$584,897 was expended on the improvement and maintenance of our buildings and grounds, including: staffroom renovation, front car park asphalt, new storage sheds
- \$92,417 was expended on upgrading our school public announcement (PA) system
- \$58,501.80 was expended on new Interactive Whiteboards
- \$113,000 on new iPads for student use
- \$1,120,691 on replacement staffing to support learning continuity
- \$75,580 on a new Toyota 12-seater commuter vehicle
- \$57,587 on new/replacement furniture

Our managed surplus in 2024 was \$3,447,650. This funding has been allocated to our confirmed 2025 Student Resource Package and will be used in conjunction with our 2025 operating revenue to support additional staffing including Allied Health (Speech Pathologists and Occupational Therapists), replacement motor vehicles, new student laptops, interactive whiteboards, capital works upgrades, maintenance and minor works.

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

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').

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

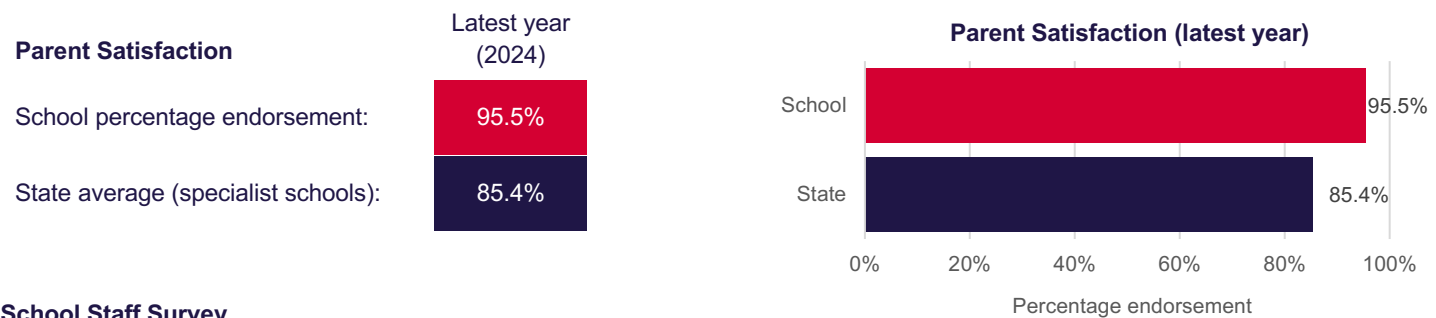
A total of 318 students were enrolled at this school in 2024, 88 female and 230 male.
44 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

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**

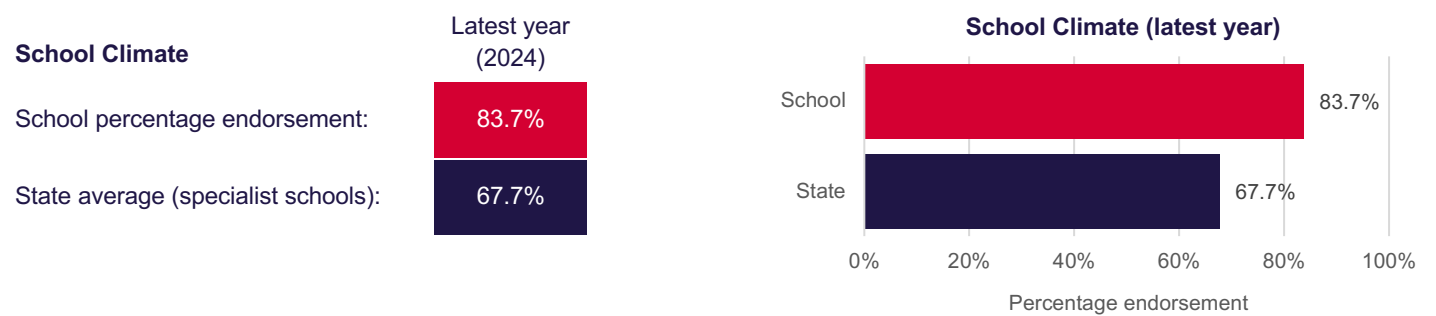
Parent Satisfaction Summary

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.



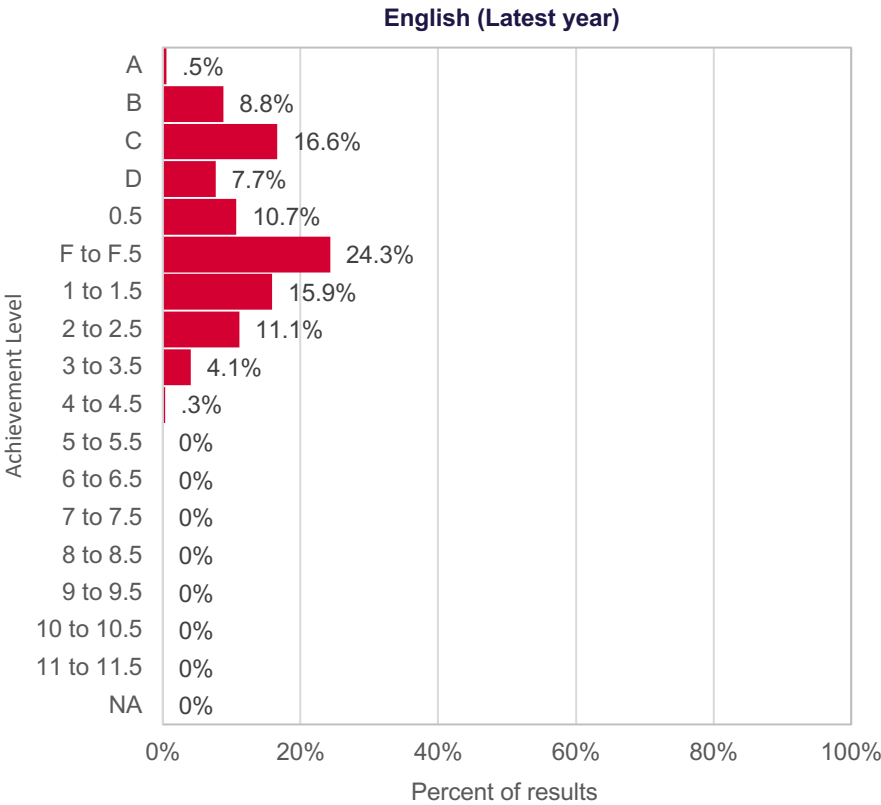
LEARNING

Teacher Judgement of student achievement

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

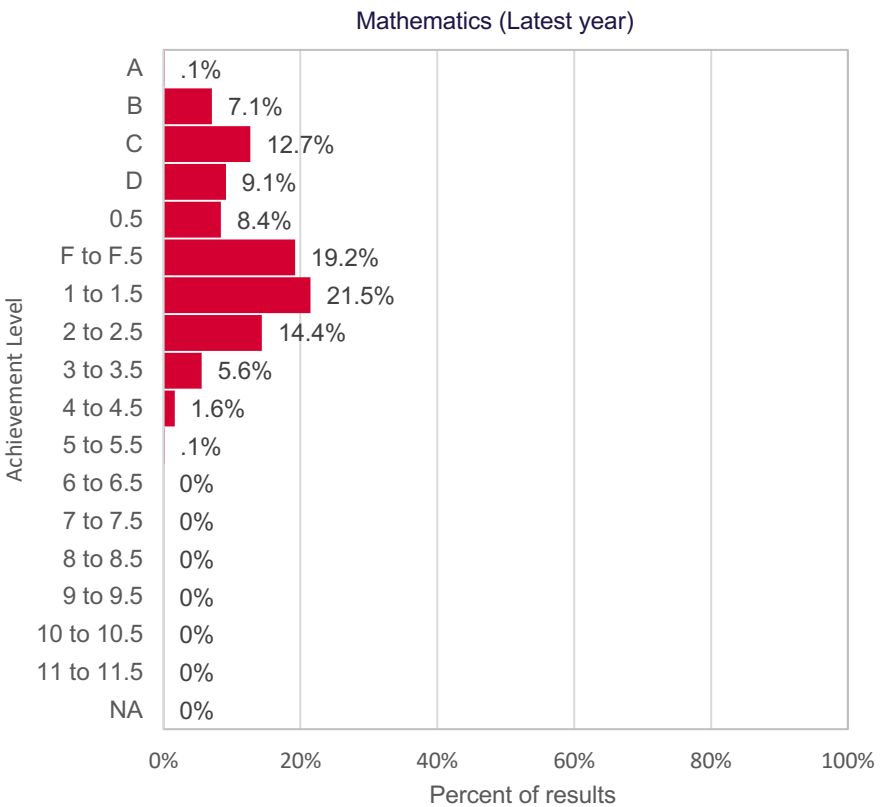
English

Achievement Level	Latest year (2024)
A	0.5%
B	8.8%
C	16.6%
D	7.7%
0.5	10.7%
F to F.5	24.3%
1 to 1.5	15.9%
2 to 2.5	11.1%
3 to 3.5	4.1%
4 to 4.5	0.3%
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 (2024)
A	0.1%
B	7.1%
C	12.7%
D	9.1%
0.5	8.4%
F to F.5	19.2%
1 to 1.5	21.5%
2 to 2.5	14.4%
3 to 3.5	5.6%
4 to 4.5	1.6%
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	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	100.0%	89.2%	90.6%	84.2%	91.6%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$13,965,576
Government Provided DET Grants	\$3,298,427
Government Grants Commonwealth	\$51,645
Government Grants State	\$9,800
Revenue Other	\$57,021
Locally Raised Funds	\$56,579
Capital Grants	\$0
Total Operating Revenue	\$17,439,049

Equity ¹	Actual
Equity (Social Disadvantage)	\$226,392
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$226,392

Expenditure	Actual
Student Resource Package ²	\$10,933,185
Adjustments	\$0
Books & Publications	\$11,885
Camps/Excursions/Activities	\$420,848
Communication Costs	\$8,686
Consumables	\$202,636
Miscellaneous Expense ³	\$71,867
Professional Development	\$83,618
Equipment/Maintenance/Hire	\$280,343
Property Services	\$379,268
Salaries & Allowances ⁴	\$210,937
Support Services	\$1,217,885
Trading & Fundraising	\$44,131
Motor Vehicle Expenses	\$27,138
Travel & Subsistence	\$7,855
Utilities	\$91,117
Total Operating Expenditure	\$13,991,399
Net Operating Surplus/-Deficit	\$3,447,650
Asset Acquisitions	\$573,442

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$1,355,757
Official Account	\$141,575
Other Accounts	\$0
Total Funds Available	\$1,497,332

Financial Commitments	Actual
Operating Reserve	\$510,188
Other Recurrent Expenditure	\$57,916
Provision Accounts	\$0
Funds Received in Advance	\$174,535
School Based Programs	\$6,270
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$556,000
Capital - Buildings/Grounds < 12 months	\$140,500
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,490,409

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.



Learning