



Annual Report 2025

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 322 students enrolled in 2025. The Student Family Occupation and Education Index (SFOE) is 0.52 (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. 75.6% of students are male and 24.4% are female. 6% identify as Aboriginal and Torres Strait Islander students. 6.88% of students are identified as at risk of disengagement with 11.88% 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 46 students receiving equity funding.

24.69% of all students speak a language other than English at home of which 81% are Australian born. 27 language backgrounds are represented by our families with 41.77% of EAL students speaking Vietnamese at home. Only 9% are non English speakers. 1.25% are refugees.

44% of students arrive to school by eight school bus lines funded by DE Student Transport, 52% are either brought/collected by families some or all of the time, and 3.8% are independent travellers to and from school. The majority of families live within a 20km radius from school. The average distance families live away from school is 8.49km and up to a 47.8km distance away from school. Out of the three networks within the Brimbank-Melton area, around 45 feeder schools fall within Jackson School's Designated Transport Area (DTA). Enrolment at a special school is based upon priority order of placement (siblings and nearest to the school) and school-specific enrolment criteria. 25% of students reside outside of our DTA and up to 64kms. 90 families are enrolled in our Department funded High Intensity OSHC Program ran by TheirCare. Around 30 families actively use the after school care service with 45 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), five Leading Teachers, four Learning Specialists supported by eight Assistant Learning Specialists (PLT Leaders). We have 56 teaching staff and 84 Education Support staff. Our distributed leadership structure was implemented in 2021 and is aligned to FISO 2.0. In 2025 ran 30 classes with between 8-12 students in each class supported by a Teacher and one or two 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 2024-2028 SSP is focused around the following goals:

1. Learning: Improve student learning growth in literacy and numeracy.
2. Wellbeing: Improve the health and wellbeing for all students.

Learning

As part of the 2024-2028 School Strategic Plan (SSP), throughout 2025 we have aimed to improve student learning growth in literacy and numeracy. During 2025 this was delivered through the following key improvement strategies:

- Building staff capacity to collaboratively plan and deliver a differentiated curriculum that engages and meets the diverse learning needs of all students.
- Continuing to build the confidence and instructional capacity of every teacher to consistently implement instructional practices aligned to the Jackson Teaching and Learning Model and the elements of effective teaching and learning.
- Strengthening staff capacity to analyse and use data and other evidence to plan and a multi-tiered response to students' learning and wellbeing needs.

Some tasks to increase student learning in 2025 have been:

- Strengthened curriculum planning and differentiation practices by aligning the Jackson Teaching and Learning Framework and Differentiation Toolkit to VTLM 2.0. Curriculum overviews and the Jackson Essential Curriculum were revised to align with Victorian Curriculum 2.0, and the school reviewed and aligned the phonics program from Little Learners Love Literacy (LLLL) with Phonics Plus. Assessment sets were developed for all classrooms, including individualised low-tech switch access to support diverse learners. A Tier 1 Playbook was also developed to support consistent implementation of VTLM 2.0-aligned practice across the school.
- Built staff capability and instructional practice through a focus on the VTLM 2.0 Essential Elements of Teaching, particularly Enabling Learning and Planning, as part of Professional Learning Team inquiry work. The school engaged Group Wise to develop and deliver training for the leadership team and PLT leaders in crucial conversations, intentional listening and leadership skills. Whole-school professional learning was delivered by Sue Larkey, and a tracking tool was developed to monitor and support staff receiving differentiated coaching support to strengthen consistent implementation of high-impact teaching practices.
- Staff strengthened their use of evidence and assessment to plan targeted learning responses by engaging NJ Consulting to develop a numeracy skill continuum and aligned school-based assessments. The VPC Professional Learning Team also strengthened planning documentation and assessment rubrics to break down outcomes and analyse evidence against module requirements, following the 2024 VCAA Audit. These improvements supported more consistent assessment practices and strengthened the school's ability to plan differentiated Tier 1 teaching and multi-tiered supports for student learning and wellbeing needs.

This has resulted in our student learning data showing:

- All factors in the School Parent / Caregiver / Guardian Survey were above or in line with similar special schools, network and other schools across the state. Our participation rate was low at 19%.
- As indicated in the Performance Summary, Parent General School Satisfaction was 89% which is above similar (89.2%) and other schools (86.0%) across the state
- Exit Destination Data: 95% on students were placed in further education, training and part-time employment at the end of Year 12
- Student Retention: the percentage of Year 7 students who remain at the school through to Year 10 is 89.3% which is above similar (87%) and other schools (79.9%) across the state.
- As indicated in the School Performance Report, our Attendance Rate was "Medium" at 91%, well above similar schools at 87% based upon 2024 data

Wellbeing

As part of the 2024-2028 School Strategic Plan (SSP), throughout 2025 we have aimed to improve the health and wellbeing for all students. During 2025 this was delivered through the following key improvement strategies:

- Strengthen active partnerships with families, education settings, specialist providers and community agencies/organisations to enhance the wellbeing, participation and inclusion of all students.
- Enhance a culture of collaboration to provide for a positive, safe and supportive learning environment.
- Strengthening staff capacity to analyse and use data and other evidence to plan and a multi-tiered response to students' learning and wellbeing needs.

Some tasks to increase student wellbeing in 2025 have been:

- Strengthened wellbeing partnerships and inclusive programs by developing a Dry Swim Program differentiated for both Primary and Secondary students, in addition to continuing the Wet Swim Program delivered through Paul Sadler Swimming. These programs supported student participation, health, safety and engagement, while strengthening partnerships that promote inclusion and wellbeing for all learners.
- Strengthened consistent wellbeing and behaviour practices by revising and updating the SWPBS Expectation Matrix and whole-school posters to ensure clarity and alignment across all learning environments. Professional learning was provided to all staff on revised Tier 1 SWPBS systems, including VTLM 2.0-aligned Positive Classroom Management practices such as Active Supervision. In addition, SWPBS team members completed classroom systems training to support consistent implementation and strengthen whole-school practice.
- Strengthened staff capability to support student wellbeing through targeted multi-tiered approaches was strengthened through refinement of the Ready to Learn program, aligned to VTLM 2.0. Allied Health provided professional learning during Jackson Learner to support staff to implement Ready to Learn strategies linked to body signals and energy levels.
- Strengthen staff confidence in responding to increasingly complex mental health needs, the Mental Health Practitioner and Mental Health and Wellbeing Leader attended Be You professional learning focused on suicidal ideation. A flowchart and staff support pack were also developed to guide consistent responses to self-harm and suicidal ideation, including fact sheets and calming strategies for each classroom.

This has resulted in our student wellbeing data showing:

- Our new school performance group for Wellbeing is HIGH 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
- 69% 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 Silver Award and submitted evidence for the Gold Award.

Engagement

As part of the 2024-2028 School Strategic Plan (SSP), throughout 2025 we have aimed to improve the engagement of all students and their families. During 2025 this was delivered through the following key improvement strategies:

- Further develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school.

Some tasks to increase student engagement in 2025 have been:

- Strengthened engagement systems and partnerships by refining whole-school attendance processes and strengthening student transition and pathway planning. The school developed an updated attendance flowchart and refined late arrival processes, including increased morning support until 9.30am. Families were encouraged to support punctuality through consistent messaging promoting students being on time to school. Attendance plans were revised and implemented for Tier 3 students, and outreach support was provided through Youth Worker home visits for students experiencing prolonged absences due to illness or medical procedures.
- Strengthen family engagement and post-school transition planning through Parent Information Sessions focused on Disability Inclusion and post-school pathways. A Careers Expo was also hosted to provide students and families with opportunities to explore post-school options and strengthen future planning. Partnerships were strengthened by inviting kindergarten and pre-school field officers to increase their understanding of Jackson School eligibility criteria and to support earlier engagement with families.
- Re-established and reinvigorated the Parent, Carers and Friends Association, including hosting an inaugural Father's Day Breakfast to strengthen community connection. SchoolTV was implemented as an additional communication and wellbeing support resource for families. The school also worked closely with KESO to strengthen cultural understanding and wellbeing supports for Aboriginal and Torres Strait Islander students, and provided a CUST refresher to staff.

This has resulted in our student engagement data showing:

- All factors in the School Parent / Caregiver / Guardian Survey were above or in line with similar special schools, network and other schools across the state. Our participation rate was low at 19%.
- As indicated in the Performance Summary, Parent General School Satisfaction was 89% which is above similar (89.2%) and other schools (86.0%) across the state
- Exit Destination Data: 95% of students were placed in further education, training and part-time employment at the end of Year 12
- Student Retention: the percentage of Year 7 students who remain at the school through to Year 10 is 89.3% which is above similar (87%) and other schools (79.9%) across the state.
- As indicated in the School Performance Report, our Attendance Rate was "Medium" at 91%, well above similar schools at 87% based upon 2024 data

Our overall attendance rate in Primary was 87.4% and 82.7% in Secondary. The number of average student absence days was 29.6 days (24.9 for Primary and 34.3 for Secondary). Common reasons for non-attendance include illness/medical appointments and parent choice unauthorised. The average number of unapproved absences in 2025 were 5.45 days (4.0 in Primary and 6.9 days in Secondary). 45% (Prep-Year 6) and 48% (Years 7-12) of students were absent for more than 20 days. This is better than similar schools (58.5%) but higher than network schools (40%) and state (42.5%).

Financial performance

Jackson School had a total operating revenue for 2025 of \$17,879,978. Our operating revenue comprised of funding from the Student Resource Package (SRP) (\$13,986,067), Commonwealth and State Government Grants (\$3,756,418) and other locally raised funds/revenue (\$137,493). \$269,885 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. \$166,823.19 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. \$35,119.21 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). We also received \$18,000 for the Sporting Schools Grant which was used to support external sport coaches for our Health & Fitness Program.

Our total operating expenditure for 2025 was \$16,143,535. All funds expended were used to support the improvement of student learning outcomes.

- \$1,012,410.33 on replacement staffing to support learning continuity
- \$738,041.30 was expended on the improvement and maintenance of our buildings and grounds, including: OSHC/canteen upgrade, permanent building renovations, Jackson Transport Hub, new electronic fob entry system, rear car park resurfacing, fencing replacement, oval repair/maintenance
- \$321,621.35 was expended on new information, communication and technology, including: Interactive Whiteboards in Prep-Year 4 classrooms, electrical upgrades and portable LED screen
- \$156,789 on new student laptops, iPads and IT peripherals
- \$100,883.20 on progress payment for retractable tiered seating
- \$85,642.81 on new/replacement furniture
- \$68,481.60 on school uniforms out of the \$128,800 School Saving Bonus (\$400 per student)
- \$55,714.32 on staffing migration agent fees

Our managed surplus in 2025 was \$1,736,443 (Credit) and \$1,240,075 (Cash) with a -\$175,706 Surplus Reduction. This funding has been allocated to our confirmed 2026 Student Resource Package and will be used in conjunction with our 2026 operating revenue to support additional staffing, replacement motor vehicles, retractable tiered-seating, LED screens, capital works upgrades, maintenance and minor works. This will conclude our capital investment using our Accumulated Balance carried forward from 2023. \$24,154 was allocated into our Student Hardship Fund to support students attending camps and resources (unused CSEF).

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
- Engagement
 - how many Year 7 students remain at the school through to Year 10

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 321 students were enrolled at this school in 2025, 78 female and 243 male. 25% had English as an additional language and 3% 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	89.5%	
	Similar schools	89.2%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.2%	
	Similar schools	72.8%	
	State	68.0%	

Learning

Teacher Judgement of student achievement English




Percent of results at each achievement level in English

			2025
A	School		1.6%
B	School		9.6%
C	School		18.9%
D	School		8.2%
0.5	School		11.2%
F-F.5	School		20.9%
1.0-1.5	School		18.4%
2.0-2.5	School		9.5%
3.0-3.5	School		1.7%
4.0-4.5	School		0.1%
5.0-5.5	School		0.0%
6.0-6.5	School		0.0%
7.0-7.5	School		0.0%
8.0-8.5	School		0.0%
9.0-9.5	School		0.0%
10.0-10.5	School		0.0%
11.0-11.5	School		0.0%
N/A	School		0.0%

Engagement

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	89.3%		83.0%
	Similar schools	87.0%		82.3%
	State	79.9%		80.5%

Financial Performance And Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 February 2026.

Revenue	Actual
Student Resource Package	\$13,986,067
Government Provided DET Grants	\$3,729,060
Government Grants Commonwealth	\$27,358
Government Grants State	\$0
Revenue Other	\$44,061
Locally Raised Funds	\$93,432
Capital Grants	\$0
Total Operating Revenue	\$17,879,978

Equity	Actual
Equity (Social Disadvantage)	\$269,885
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$269,885

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$13,177,419
Adjustments	\$0
Books & Publications	\$3,068
Camps/Excursions/Activities	\$299,279
Communication Costs	\$8,742
Consumables	\$236,310
Miscellaneous Expenses ²	\$125,692
Professional Development	\$82,433
Equipment/Maintenance/Hire	\$259,214
Property Services	\$419,962
Salaries & Allowances ³	\$168,247
Support Services	\$307,534
Trading & Fundraising	\$59,475

Expenditure	Actual
Motor Vehicle Expenses	\$19,536
Travel & Subsistence	\$7,463
Utilities	\$79,538
Total Operating Expenditure	\$16,143,535
Net Operating Surplus/-Deficit	\$1,736,443
Asset Acquisitions	\$1,078,285

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

Financial Position As At 31 December 2025

Funds Available	Actual
High Yield Investment Account	\$745,480
Official Account	\$494,595
Other Accounts	\$0
Total Funds Available	\$1,240,075

Financial Commitments	Actual
Operating Reserve	\$494,353
Other Recurrent Expenditure	\$28,593
Provision Accounts	\$0
Funds Received in Advance	\$88,327
School Based Programs	\$24,154
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$256,794
Capital - Buildings/Grounds < 12 months	\$165,145
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	\$1,057,366

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.

