

2014 Annual Report to the School Community

Northern School
For Autism

School Number:
5219



Name of School Principal:

Anna Rigoni

Name of School Council President:

Teresa Pilone

Date of Endorsement:

26.03.2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Northern School for Autism (NSA) is a Victorian State Government specialist school that exclusively addresses the educational needs of students with ASD. The school was established in 2006 to meet the needs of students with ASD residing in the Northern Metropolitan Region of Melbourne. NSA operates across two campuses located in Reservoir (Early/Middle Years) and Lalor (Later Years). The school also has a satellite program at Norris Bank Primary School (Bundoora). Students range in age from 5 to 18 years. In 2013 the Reservoir Campus opened, providing state of the art facilities for the Early and Middle Years' students. The refurbished Senior Campus at Lalor opened in 2012 and provides programs for the Later Years' students. The Lalor Campus is co-located with Peter Lalor Vocational College, and is located close to transport, community services and shopping precincts. The satellite program at Norris Bank Primary School is designed to support and promote integration programs.

Achievement

In 2014 the student learning data continued to show improvement. This table shows ILP Goal Achievement, i.e., the percentage of students who made good to better progress against their Individual Learning goals. Significant gains in literacy and numeracy were attributed to the introduction of formal assessment tools and schedules.

KLA	2010	2011	2012	2013	2014
Literacy	71%	76%	No data*	63%	74%
Communication	71%	76%	No data	79%	82%
Numeracy	60%	63%	No data	64%	80%
Interpersonal	72%	72%	No data	77%	80%
Personal	72%	72%	No data	80%	77%

*No data due to teacher industrial action

Engagement

The school implements a structured teaching approach to maximize student engagement in learning. Structured teaching provides consistent routines, implementation of visual supports and autism friendly physical environments to minimize anxiety and assist students overcome difficulties with executive functions. The school offers a supplementary AusVELS curriculum in addition to AusVELS. Students in their final years of school undertake VCAL or ASDAN – these programs were new to NSA in 2014. At Lalor Campus the curriculum was expanded to include a broadened range of community access programs including work experience. Several senior students successfully participated in travel training programs. Student attendance in 2014 was at state average; the Student Advocate made regular contact with families of students with high absence rates (chronic absences were due to illness). The Student Advocate continued to support integration programs for students on dual placement.

- Number of students on a dual placement in 2014: **27**
- Number of students that transferred from NSA to mainstream schools (full time) over 2014: **5**
- Number of students that transferred from mainstream schools to NSA (full time) over 2014: **12**
- Number of students that transferred to other specialist schools over 2014: **5**
- Number of final year students (18 year olds) that graduated: **2**

The number of EduSafe Reports declined which indicates higher levels of engagement (reduced incidents of behaviour of concern). Table 3: EduSafe Data – Staff Injury Data.

	2010	2011	2012	2013	2014
Number of Staff	118	116	142	82	90.20
Number of Students	227.7	241.80	274.90	158.90	195.90
Number of EduSafe	235	379	153	151	121
Number of reports per staff member	2.14	3.26	1.07	1.84	1.34+

+This is a reduction of 40.1% in EduSafe reports between 2011 (reporting peak) and 2014.

Wellbeing

Occupational and speech therapists worked collaboratively with classroom teams/teachers to support the development of communication skills and overcome sensory impairments. In 2014 the school employed a Family Support Coordinator (social worker) to assist families develop parenting skills, access agency or other supports outside school, as well as build home school partnerships. A Student Wellbeing Coordinator was employed at Lalor Campus to oversee the implementation of the Connections Program to support the participation of 'at risk' students. The Connections Program successfully re-engaged two students who were at risk of leaving school and who had a history of severe challenging behavior. The Student Advocate worked with families of students who were at risk to support student safety and wellbeing outside of the school environment.

Productivity

"Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets." (From DET SSP template). The goal of the school regarding productivity was to align all aspects of school operations and resource allocation to ensure students reached their full potential. To this end, in 2014 the school employed significantly more teachers with the intention of maintaining equivalent numbers of teaching staff to ES staff. The school also developed a capital works plan which included savings for capital works expenditure into the future. In 2014 90% of the SRP was invested in human resources. The year ended with a \$120,000 surplus which will be invested for future capital works projects, including ground-works/playgrounds at both campuses.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 198 students were enrolled at this school in 2014, 25 female and 172 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



How to read the Performance Summary

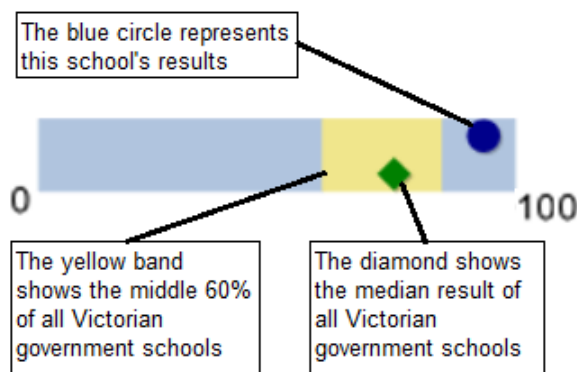
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

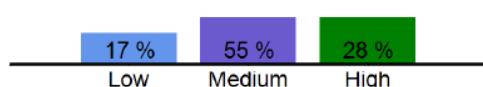
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$6,825,206
Government Provided DE&T Grants	\$1,410,082
Government Grants Commonwealth	\$6,082
Government Grants State	\$400
Revenue Other	\$51,076
Locally Raised Funds	\$115,165
Total Operating Revenue	\$8,408,012

Funds Available	Actual
High Yield Investment Account	\$180
Official Account	\$6,627
Other Accounts	\$282,843
Total Funds Available	\$289,650

Expenditure	
Student Resource Package	\$6,701,469
Books & Publications	\$8,257
Communication Costs	\$17,419
Consumables	\$203,830
Miscellaneous Expense	\$329,098
Professional Development	\$42,686
Property and Equipment Services	\$714,803
Salaries & Allowances	\$64,542
Trading & Fundraising	\$8,164
Travel & Subsistence	\$5,609
Utilities	\$48,887
Adjustments	\$0
Total Operating Expenditure	\$8,144,764

Financial Commitments	
Operating Reserve	\$179,102
Asset/Equipment Replacement < 12 months	\$10,548
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Total Financial Commitments	\$289,650

Net Operating Surplus/-Deficit	\$263,248
Asset Acquisitions	\$40,873

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The school undertook several capital works projects in 2014. The major works were the renovations to the Multipurpose Room and the Work Skills Room at the Lalor Campus. The school is very well resourced in terms of teaching and learning materials. The school invests in grounds and maintenance works to ensure that the buildings and grounds are well maintained. There is \$100,000 invested for the school to use toward future capital works projects including installation of outdoor gym equipment at each campus. This year's surplus of \$120,000 will be added to this fund. Funds were also allocated for the refurbishment of the new satellite room at Norris Bank PS. Each year the capital works plan is detailed in the school budget.