

2023 Annual Report to the School Community

School Name: Northern School For Autism (5219)



- 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 25 April 2024 at 06:55 AM by Pamela Mathieson (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 26 April 2024 at 01:42 PM by Teresa Pilone (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

Northern School for Autism was established in 2006. The school has two campuses. One is located in the suburb of Reservoir 13 kilometres north of the central business district of Melbourne. This campus caters for Early and Middle Years' students. The other campus is in the suburb of Lalor a further five kilometres north and caters for students in the Later Years. The school also co-ordinates a satellite program in three classrooms at Norris Bank Primary School. The school provides for the educational needs of students with autism ranging in age between five and 18 years.

The Reservoir Campus is a purpose-built facility. All 28 classrooms have access to an outdoor courtyard. In addition to the classrooms there are play therapy, music, visual arts and multi-purpose rooms. There are also three gymnasiums, a student kitchen and a library. The grounds contain secure modern, age appropriate playgrounds with discrete secure play areas including bike riding tracks.

At the Lalor Campus was 17 classrooms. There is a multi-purpose room, a student recreational/library room, kitchens and a canteen. Current technologies are available in all classrooms. Outdoor facilities at the Lalor Campus include a secure, age appropriate, outdoor recreation area with shaded seating, a rope climbing course, fitness equipment, a large oval, a bike track and a student garden.

Enrolments in 2023 at the Reservoir Campus 302.1 and at the Lalor Campus 170.3. The Student Family Occupation Education (SFOE) index was 0.4366 at the Reservoir Campus and 0.4776 at the Lalor Campus.

The staffing profile of the Northern School for Autism includes a principal, three assistant principals and 86.6 equivalent full time (EFT) teaching staff. In addition, there are 108.1 EFT Education Support (ES) staff comprised of 68.5 EFT classroom aides, 9.6 EFT speech pathologists, 8.2 EFT occupational therapists and 7.8 EFT administrative staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the Annual Implementation Plan for Northern School For Autism continued to focus on maximising students outcome. Students have been participating in a range of Maths activities based on the concepts introduced in the NSA Maths Curriculum Map that runs over a two-year cycle. The leadership team have developed this curriculum map to streamline the topics taught from the Victorian Curriculum and to encourage more collaborative planning between teachers across the school. The leadership team also introduced a standardised Maths planner for all teachers to use consistently to develop and plan structured and sequential Maths sessions. The school appointed a Maths Learning Specialist to help create shared resource packs for teachers to borrow in line with the curriculum map. The learning specialist and leading teachers have also modelled structured Maths sessions to upskill teachers. In Semester 1 staff engaged in Professional Learning Communities with a focus on maths. Staff used assessment data to formulate an inquiry question that aligned with the maths curriculum map. This was an opportunity for all staff to develop their understanding of the maths curriculum, how to plan sequential lessons and execute them with a structured teaching approach using High Impact Teaching Strategies.

The Framework for Improving Student Outcomes (FISO 2) has identified two areas where the school is embedding in teaching and learning practice: in the documentation of the teaching and learning programs accessed by teachers, based on the Victorian Curriculum and all students accessing the community regularly and other extra-curricular programs such as camps and outdoor sporting and excursion activities.

Wellbeing

Well - being of our students, staff and family continued to be a major priority for 2023. Breakfast Club was continued. After school care and the holiday program continued to be supported by Northern School For Autism. School uniforms have continued to be encouraged and State School Relief continued to provide uniforms to students. The allied health team has continued to expand and develop professionally with a further move in the area of the importance of using a variety of AAC's, self regulation strategies and professional learning of classroom staff. The leadership team work together to support students and families with complex behavioural issues. A holistic approach was taken to better support these students. Students with complex needs were assigned one key staff member responsible for all communication with relevant professionals and the collection of all communication and

reports. Round-table discussions allowed for regional level of supports and other professionals becoming involved in supporting better the specific educational needs of the student.

Many of the senior students are participated in the Check and Chat Program. Workshops were held as part of an 8-week curriculum over the school term. The focus was on consent and respectful relationships.

The school council will continue to review the Child Safe Standard Policy so that school practices comply with all DE and the Child Safe requirements.

The school continued the whole school focus on School Wide Positive Behaviour Support (SWPBS). Staff members continue to implement structured teaching and the school rules.

Engagement

Student engagement in learning is critical if students are to attain deep and sustained learning. Northern School For Autism strives to provide an educational environment, which is engaging, stimulating, safe and challenging where students are acknowledged and celebrated. In 2023, the school continued to explore diverse contexts for learning based on student strengths and interests. Structured Teaching and School Wide Positive Behaviour Support (SWPBS) provides the framework for the staff to engage and connect with students in the school.

The school continues to have a strong focus on increasing the engagement and involvement of our parent community. The special events committee was meeting onsite regularly and planning special lunches, Art Show and Run 4 Fun fundraiser. Across the school the staff and students had a fabulous day!

There has been a high level of engagement of parents and carers in the Student Support Group (SSG) meetings. These SSGs continue to play an essential role in the school for both teachers and parents in the learning partnership between the school and the home. The school will continue to promote the importance of these meetings to the school community and set high expectations for student learning. Parent endorsement for these expectations.

The leadership team and the classroom teaching teams are committed to ensure all students are attending school regularly. Teaching teams will communicate with families if students are finding the transition to school difficult. Generally teachers will send home behaviour scripts or social stories to encourage students to attend school - students who find the transition difficult will often be given a reinforcer when they arrive at school. Most of time this is successful.

Financial performance

The Annual result

The Accumulated Funds from 2023 is \$1,410,200.39. Based on the financial commitment summary report for 2023, School Operating reserve is \$675,565.58, NSA committed \$600,000.00 to Capital Works Project to be paid to the DET as the school contribution to LC new project and \$134,634.81 to Building/Ground maintenance to replace turf in playground 6 at RC in 2024.

Extraordinary revenue or expenditure items

- CRT expenditure for the year was \$2,420,586.00 for replacing the absent staff and the service providers were Tradewind, Anzuk, Interchange Bench, The Teaching Initiative & Randstad.
- Robotics course for both Campuses cost was \$39,513.00. -LC New Playground costs were \$101,428.49 final invoice.
- Swimming Fees for Reservoir Campus was \$60,036.00.
 - RC New Synthetic grass replacement for playground 3 cost was \$85,200.00

Sources of funding the school received, for example, equity funding, special grants or fundraising initiatives.

- The special grant of \$16,000.00 for Relocatable buildings Furniture & Equipment Grant.
- The Bank Interest received in the Hi-Yield & Official account amounted \$51,994.62 for the Year ending 2023.
- DET reimbursements were received for the Hep A and Hep B vaccinations costs \$2,126.00
- NSA raised \$33,020.40 from RUN for FUN Fundraising
- NSA raised \$15,632.02 (exc GST) from running *Autism in the Classroom* Professional Development Courses. Additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning
- The school received \$14,193.00 Commonwealth Government Grants which includes Teacher Supervision Payments for \$ 7,543.00 and sporting school grants for \$ 6,650.00

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 474 students were enrolled at this school in 2023, 93 female and 381 male.

23 percent of students had English as an additional language and 2 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).

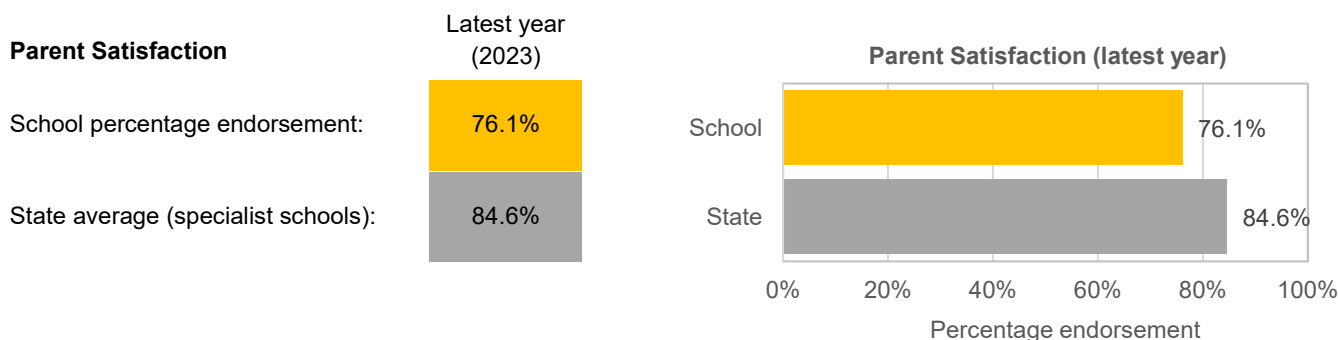
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

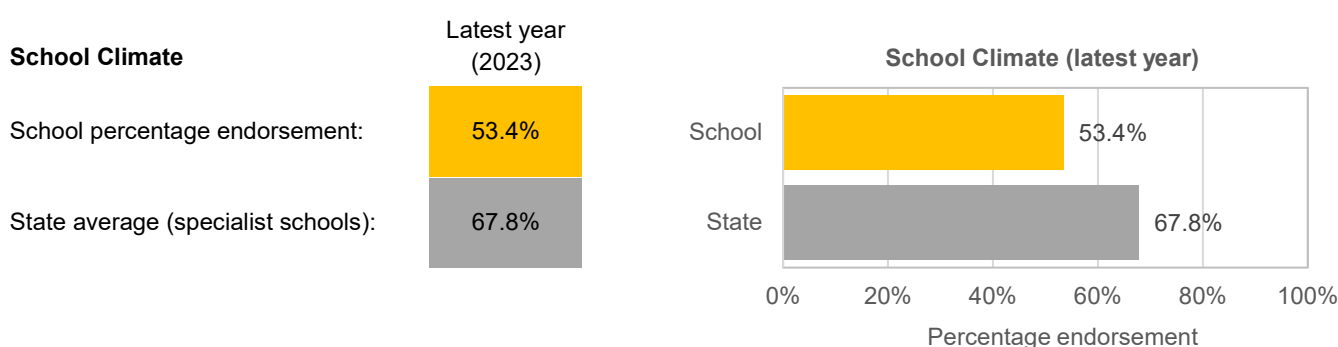


School Staff Survey

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.



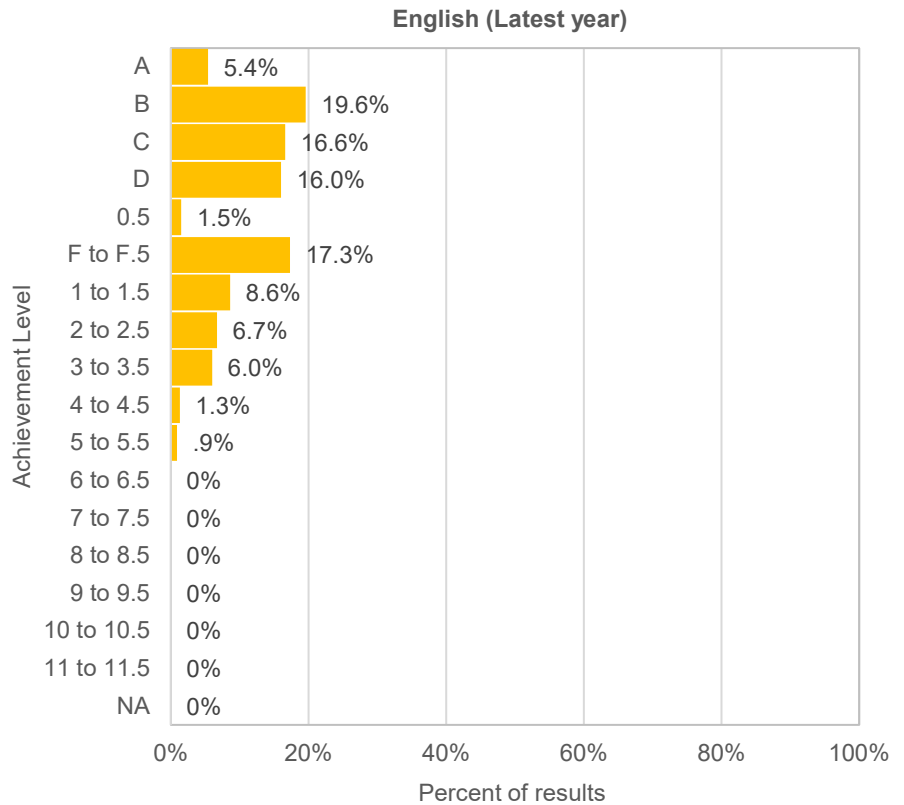
LEARNING

Teacher Judgement of student achievement

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

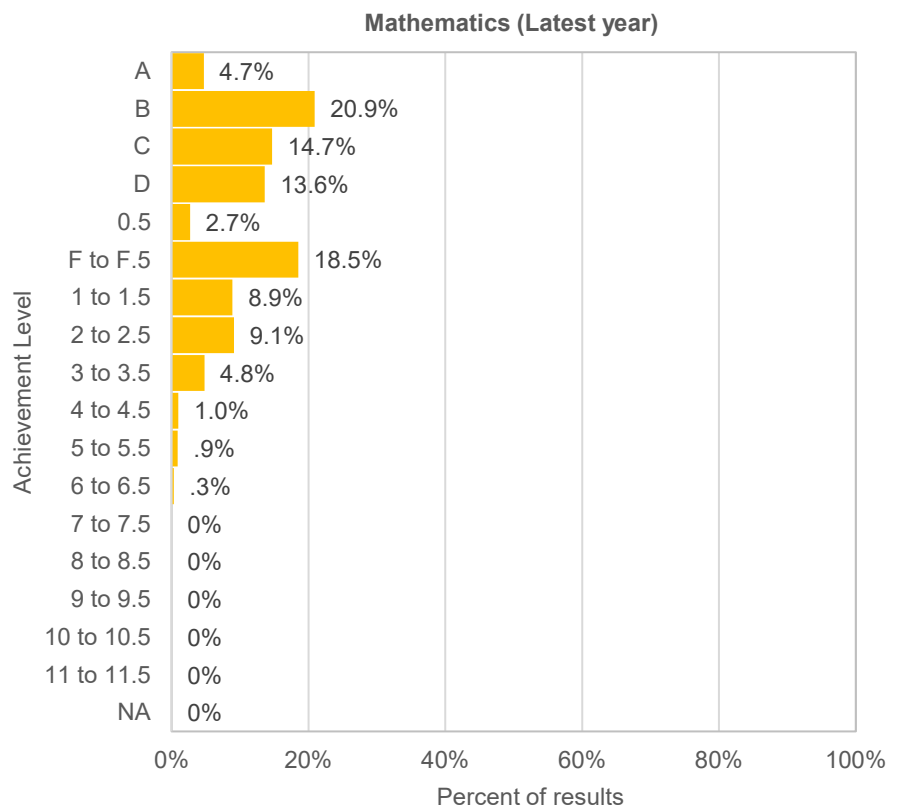
English

Achievement Level	Latest year (2023)
A	5.4%
B	19.6%
C	16.6%
D	16.0%
0.5	1.5%
F to F.5	17.3%
1 to 1.5	8.6%
2 to 2.5	6.7%
3 to 3.5	6.0%
4 to 4.5	1.3%
5 to 5.5	0.9%
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	4.7%
B	20.9%
C	14.7%
D	13.6%
0.5	2.7%
F to F.5	18.5%
1 to 1.5	8.9%
2 to 2.5	9.1%
3 to 3.5	4.8%
4 to 4.5	1.0%
5 to 5.5	0.9%
6 to 6.5	0.3%
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:	19.1	20.1	34.1	32.9	27.0

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%	96.9%	94.1%	97.9%	96.7%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$21,144,852
Government Provided DET Grants	\$5,519,355
Government Grants Commonwealth	\$14,193
Government Grants State	\$0
Revenue Other	\$54,996
Locally Raised Funds	\$177,741
Capital Grants	\$0
Total Operating Revenue	\$26,911,138

Equity ¹	Actual
Equity (Social Disadvantage)	\$105,128
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$105,128

Expenditure	Actual
Student Resource Package ²	\$19,302,950
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$295,392
Communication Costs	\$17,318
Consumables	\$613,797
Miscellaneous Expense ³	\$39,103
Professional Development	\$69,512
Equipment/Maintenance/Hire	\$193,634
Property Services	\$531,860
Salaries & Allowances ⁴	\$225,116
Support Services	\$2,266,768
Trading & Fundraising	\$18,255
Motor Vehicle Expenses	\$9,273
Travel & Subsistence	\$0
Utilities	\$161,365
Total Operating Expenditure	\$23,744,343
Net Operating Surplus/-Deficit	\$3,166,795
Asset Acquisitions	\$139,337

- (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	\$1,359,387
Official Account	\$50,813
Other Accounts	\$0
Total Funds Available	\$1,410,200

Financial Commitments	Actual
Operating Reserve	\$675,566
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$600,000
Maintenance - Buildings/Grounds < 12 months	\$134,635
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,410,200

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.