

2025 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 13 March 2026 at 02:27 PM by Pamela Mathieson (Principal)

- As executive officer of the school council, I attest that this 2025 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 20 April 2026 at 02:15 PM by Pamela Mathieson (Principal)

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
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

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')

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 2024 at the Reservoir Campus 310.1 and at the Lalor Campus 186.3. The Student Family Occupation Education (SFOE) index was 0.3398 at the Reservoir Campus and 0.4106 at the Lalor Campus.

The staffing profile of the Northern School for Autism includes a principal, three assistant principals and 79.25 equivalent full-time (EFT) teaching staff. In addition, there are 127.88 EFT Education Support (ES) staff comprised of 93.6 EFT classroom aides, 11.4 EFT speech pathologists, 12.28 EFT occupational therapists and 10.6 EFT administrative staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Northern School For Autism (NSA) currently provides meaningful and relevant learning experiences that build student independence and inform post-school pathways through structured scope and sequences aligned with student knowledge, interests, strengths, and real-world contexts. Curriculum Maps facilitate teacher collaboration for resource development, differentiated programming, and cross-curricular integration. Individual Learning Plan (ILP) goals, co-developed with families during Student Support Group (SSG) meetings, are skill-based, directly linked to the Disability Inclusion (DI) process, and incorporate student voice and agency through the TEACCH framework and interest-based learning. School-Wide Positive Behaviour Support (SWPBS) is

explicitly taught. This differentiated approach, supported by curriculum maps and resource banks, ensures well-rounded experiences (camps, excursions), has increased post-school pathway destinations, and enables Year 12 students to achieve relevant certifications (VPC or ASDAN). Community connections, student profiles and ongoing assessments inform our understanding of student progress.

- Meaningful and relevant learning experiences aligned with individual needs.
- Collaborative planning through Curriculum Maps and resource banks.
- Explicit literacy programs
- Individualised Learning Plans developed with family and student input.
- Explicit SWPBS instruction linked to school values.
- Diverse learning opportunities including work experience and cultural connections.
- Positive outcomes reflected in post-school pathways and certifications.

Wellbeing

Wellbeing of our students, staff and family continued to be a major priority for 2025. 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 works 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 communications and reports. Round-table discussions allowed for regional level of support and other professionals becoming involved in supporting better the specific educational needs of the student.

Our school demonstrates significant strengths and growth in student engagement and wellbeing, utilising a responsive and tiered School-Wide Positive Behaviour Support (SWPBS) framework. This approach informs processes that effectively support students' well-being, enabling improved access to learning. Child Safe policies are regularly updated and readily. Student Support Group (SSG) meetings are conducted each term, and staff also attend relevant Care Team Meetings (CTM). Individual Learning Plan (ILP) goals are collaboratively developed with parents/carers, teachers, and other professionals, with progress regularly assessed and shared through reports, learning portfolios and SSG meetings. We provide a tailored and welcoming approach for new families, including a structured transition document and flowchart, and regular family inductions. Comprehensive student profiles are developed to ensure staff have a strong understanding of each student's strengths, learning, and social needs. Our actively involved School Council plays a key role in all school strategic planning, staying informed of progress through regular meetings. The Leadership Team effectively plans and monitors student academic and social success, proactively addressing potential barriers and fostering an inclusive environment for all students and families through clear referral systems to relevant teams or specific staff.

- Regular Termly SSG meetings and attendance at relevant Care Team Meetings (CTM).
- The Respectful Relationship committee continued to attend network meetings and engaged the staff at Northern School For Autism
- Collaborative development and regular sharing of ILP goals.
- Tailored and supportive transition process for new students and families and individualised transitions post school.
- Comprehensive student profiles to inform staff understanding.
- Opportunities for student leadership and student voice
- Proactive monitoring of student success and inclusive environment by the Leadership Team.

Engagement

Northern School For Autism demonstrates strong engagement practices across the school, providing numerous valuable opportunities for student learning and fostering a sense of community for families. Leaders and teachers have cultivated collaborative relationships with families/carers, internal supports, external agencies, and communities of practice to enhance student engagement and learning. This is evidenced by an increase in attendance at Student Support Group Meetings (SSG) focused on Individual Learning Plans (ILPs) and family understanding, consistent communication with families from teaching staff, and proactive building of community connections through various information sessions (e.g., allied health professionals, Principal updates, new student welcomes, Pathways Expos and Information Sessions and external behaviour consultants). Furthermore, NSA offers diverse community programs and links (e.g., SBAT, travel training, Cafe, Canteen, Indoor Sports, LEGO Club, Whittlesea Community Garden, work experience, swimming, gymnastics), utilises the structured TEACCHing framework, and implements the SWPBS. Structured play opportunities and the presence of student leaders further contribute to a positive and engaging school environment.

- High attendance and focus of SSG meetings on ILPs and family collaboration.
- Consistent and proactive communication between teaching staff and families.
- Strong community connections established through diverse information sessions and programs.
- Implementation of Structured TEACCHing framework to support learning.
- SWPBS initiatives
- Implementation of explicit literacy program

Financial performance

The Accumulated Funds for 2025 are \$349,073.14. Based on the financial commitment summary report for 2025, the School Operating reserve is \$919,687.88.

The accumulated Funds are less than the School Operating Reserve. So, no commitment was made.

Extraordinary revenue or expenditure items

- CRT expenditure for the year was \$ 2,937,027.00 for replacing the absent staff and the service providers were Tradewind, Anzuk, AGA, BMRK, Free Agency, Procruit, The Teaching Initiative & Randstad.
- LC New Building Furniture & Equipment \$315,385.00
- LC Playground Equipment \$162,838.00
- LC Rubber Surfacing Courtyard 5 \$41,890.00
- LC Concrete Slab next to G-Block \$55,880.00
- RC & LC Excursion Buses \$99,700.00

Details of any Contracts, agreements or arrangements entered by the School Council

NSA School Council approved:

- 1- The Parent Payment Policy communication & Quarterly Payments on Compass.

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

- The Bank Interest received in the Hi-Yield & Official account amounted to \$43,652.00 for the Year ending 2025.
- NSA raised \$11,095.00 from DISCO BINGO Fundraising
- NSA raised \$74,270.00 from Autism in Classroom PD.

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 \$12,009.00 Commonwealth Government Grants which include Teacher Supervision Payments for \$3,259.00 and sporting school grants for \$ 8,750.00

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 522 students were enrolled at this school in 2025, 107 female and 412 male. 24% 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 **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. 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	82.5%	
	Similar schools	88.2%	
	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	55.0%	
	Similar schools	69.2%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

		2025	
A	School	7.3%	
B	School	19.9%	
C	School	14.7%	
D	School	11.1%	
0.5	School	3.4%	
F-F.5	School	19.9%	
1.0-1.5	School	9.0%	
2.0-2.5	School	8.0%	
3.0-3.5	School	3.1%	
4.0-4.5	School	2.9%	
5.0-5.5	School	0.6%	
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	0.2%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.3%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025	
A	School	5.6%	
B	School	18.2%	
C	School	12.6%	
D	School	14.4%	
0.5	School	1.8%	
F-F.5	School	20.3%	

			2025
1.0-1.5	School	10.3%	
2.0-2.5	School	10.0%	
3.0-3.5	School	3.8%	
4.0-4.5	School	1.8%	
5.0-5.5	School	0.6%	
6.0-6.5	School	0.3%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.3%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.3%	

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	44.1%		59.3%
	Similar schools	50.2%		49.6%
	State	81.5%		81.2%

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Ungraded	School	37.8		35.5
	Similar schools	39.7		39.4
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	80.9%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$26,577,365
Government Provided DET Grants	\$4,147,612
Government Grants Commonwealth	\$21,759
Government Grants State	\$0
Revenue Other	\$47,004
Locally Raised Funds	\$198,574
Capital Grants	\$0
Total Operating Revenue	\$30,992,314

Equity	Actual
Equity (Social Disadvantage)	\$139,275
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$139,275

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

Expenditure	Actual
Student Resource Package ¹	\$25,079,314
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$312,861
Communication Costs	\$17,490
Consumables	\$526,594
Miscellaneous Expenses ²	\$51,647
Agency Staff	\$2,622,893
Professional Development	\$90,727
Equipment/Maintenance/Hire	\$547,832
Property Services	\$682,402
Salaries & Allowances ³	\$336,180
Support Services	\$38,604

Expenditure	Actual
Trading & Fundraising	\$21,161
Motor Vehicle Expenses	\$3,476
Travel & Subsistence	\$12,181
Utilities	\$254,079
Total Operating Expenditure	\$30,597,441
Net Operating Surplus/-Deficit	\$394,872
Asset Acquisitions	\$358,553

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	\$303,796
Official Account	\$45,277
Other Accounts	\$0
Total Funds Available	\$349,073

Financial Commitments	Actual
Operating Reserve	\$919,688
Other Recurrent Expenditure	\$0
Provision Accounts	\$7,302
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	\$0
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	\$926,990

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.