2019 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 (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 14 March 2020 at 06:45 PM by Pamela Mathieson (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

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.

In 2019 the enrolments were 340.4 NSA provide small class sizes, balancing learning with life skills, catering for individual need, specialist teaching and multi-disciplinary staff are critical factors to the school's successful practice. At Northern School For Autism structured teaching is implemented in every classroom. All staff are provided with regular professional development in structured teaching. The school aims to ensure effective teaching and learning and the provision of a safe learning environment. Motivated and engaged staff - instruct and assess students along a continuum of learning to achieve their ILP goals.

Framework for Improving Student Outcomes (FISO)

In 2019 the NSA school community continued to implement the Framework for Improving Student Outcomes model. The leadership team decided the focus should be on Building Leadership Teams across the school and Curriculum Planning and Assessment.
To develop leadership skills across the school and to address issues relating to organisational health to support school improvement the following have been implemented:
•	Sub Schools operating under leadership of leading teachers supported by assistant sub school leaders
•	Staff in positions of responsibility role model school values, act in accordance with the teaching and learning protocols and provide consistent leadership across the school.
•	All school leaders make classroom, playground visits a part of their daily routine. Sub-school leaders actively support teachers by coaching and mentoring in the classroom.
•	Assistant sub-school leaders participate in professional learning and develop their leadership capacity
•	Teachers participate in professional learning and demonstrate improved understanding of their roles and responsibilities as classroom teachers. Teacher develop constructive working relationships with classroom aides

The teachers used the scope and sequences to inform their planning in 2019. A VCAL classroom was established at the Lalor Campus.

Achievement

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 function. Given the particular learning needs of our students, we prioritize expressive and receptive communication, functional adaptive and social skills development. These goals are addressed through Individual Learning Plans (ILP) for each student, delivered within the framework of the Victorian Curriculum. Our pedagogical practice is informed by continuing engagement with evidence-based research interventions. The school offers a supplementary ASD focused curriculum in addition to The Victorian Curriculum.

Engagement

The leadership team has supported the focus on Assessment and Reporting. This team worked closely with both the school's curriculum and pedagogy teams. Work completed by this team included a review of, and modifications to, the reporting formats (as recorded on Accelerus) and the initial stages of an ongoing record of learning achievement for individual students also recorded digitally.

Improvements in the provision of assessment tools was made through professional learning and the moderation of assessments. Continued use of ABLES as an assessment tool, with moderation tasks to improve consistency of interpretation of results also progressing this area. With the provision of a Literacy and Numeracy assessment schedule, plans are now in place.

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.

Parents and the community are encourage to participate in school committees, celebration, goal collaboration and well being as part of strong partnership. Parent information sessions about relevant topics are held regularly

In 2019 a VCAL class was established. A group of students traveled to NCAT to complete their VET subject.

Wellbeing

Wellbeing of our students continued to be a major priority for 2019. 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.

We continued to raise awareness of the Child safe policies and procedures and regular opportunities to highlight areas of concern. Staff are integral to the wellbeing of our students so we also focused on their wellbeing. Several planned staff functions were attended.

Financial performance and position

The annual result was a surplus of $286,152.37 as per the Financial Commitment Summary for the year ending on 31/12/2019 and it resulted in a surplus as the school maintained a very strict policy to not go beyond the budget which was prepared according to the conservative approach.
Extraordinary revenue or expenditure items
-CRT expenditure for the year was $761,259 for replacing the staff and the service provider were Tradewind and Anzuk.
-The expenditure for replacing the compressors, condensers and various repairs for the air conditioning amounted to $63,042.65 for the whole year for Brenair Mechanical Services.
-The expenditure for stationery items and also some classroom furniture from WINC amounted to $61,363.80.
Sources of funding the school received; for example, equity funding, special grants or fundraising initiatives

-The special grant for $5,000 was received for the STEAM building on 28/03/2019 in the Commonwealth Bank.
-The reimbursements were received for $25,760.90 which included the Hep A and Hep B vaccinations from DET and replacement of teachers to assist at the Alphington Primary School.
-The amount of $35,908.32 has been received from Targeted Program Reimbursement which includes Advance Program for $ 9,725, Equipment Boost for $ 2,918.17 and $20,000 for Safety for Specialist Schools.
-The fundraising activities like the Fete, Chocolate Freckle Factory and Christmas raffle amounted to $25,835.26.
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 Commonwealth Government Grants for $12,925 which includes Teacher Supervision Payments for $ 4,125 and sporting school grants for $ 8,800.

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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
        Results for this school: ⬤ Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 340 students were enrolled at this school in 2019, 63 female and 277 male.

16 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2016	2017	2018	2019	4-year average
Average absence days	19.3	21.4	25.4	24.2	22.6

Exit destinations

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

Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.

Year	2016	2017	2018	2019	4-year average
% of students to further studies or employment	100.0	100.0	100.0	ND	100.0

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$12,671,041
Government Provided DET Grants	$2,753,769
Government Grants Commonwealth	$12,925
Revenue Other	$42,368
Locally Raised Funds	$198,899
Total Operating Revenue	**$15,679,002**

Equity[1]	
Equity (Social Disadvantage)	$48,403
Equity Total	**$48,403**

Expenditure	
Student Resource Package[2]	$12,722,989
Books & Publications	$273
Communication Costs	$22,848
Consumables	$248,416
Miscellaneous Expense[3]	$918,390
Professional Development	$24,610
Property and Equipment Services	$408,038
Salaries & Allowances[4]	$113,271
Trading & Fundraising	$46,679
Travel & Subsistence	$10,122
Utilities	$87,578
Total Operating Expenditure	**$14,603,214**
Net Operating Surplus/-Deficit	**$1,075,789**
Asset Acquisitions	**$133,291**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$1,045,041
Official Account	$40,088
Other Accounts	$0
Total Funds Available	**$1,085,129**

Financial Commitments	
Operating Reserve	$286,152
School Based Programs	$100,000
Capital - Buildings/Grounds < 12 months	$698,976
Total Financial Commitments	**$1,085,129**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

Engagement
- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

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 a disability or students who may have additional learning needs.