

2018 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 2018 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 13 March 2019 at 08:14 PM by Pamela Mathieson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 April 2019 at 07:39 PM by Teresa Pilone (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 2018 the enrolments were 315.2 EFT and 331 students. 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 2018 the NSA school community started 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 leadership team led PLT's and developed scope and sequences for English, Numeracy, ICT and Health and PE. The scope and sequences are being used in the classrooms to inform their planning in 2019.

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. The school

offers a supplementary ASD focused curriculum in addition to The Victorian Curriculum. In 2018, four PLC's were organised in the areas of Literacy, Numeracy, ICT and Health and PE. The PLC's developed a scope and sequence which is aligned to The Victorian Curriculum. The PLC's also matched learning tasks to the curriculum. The scope and sequences are being trialled in 2019. At Lalor Campus the curriculum was expanded to include a broadened range of community access programs including work experience. In 2018 the leadership at the Lalor Campus developed a VCAL program for a cohort of students at Lalor (previously students who were completing VCAL had a dual enrolment at PLVC. VCAL will be offered at NSA in 2019.

Engagement

The school takes great pride in our professional network program; it is open to all educators, working across all sectors in Victoria. The school demonstrate its commitment to DET and the NWVR by allocating personnel to deliver services for Autism Connect. To further promote and model successful inclusive practices, the school will expand programs at Norris Bank PS and Peter Lalor Vocational College. By creating a safe and orderly environment, developing a strong leadership team, building staff capacity and focusing on student learning I have demonstrated my capacity to promote and realise the NSA community's' vision of the future as well as a vision for all students, with an ASD, across the wider education system. NSA continues to work with Kelly's Club to set up a holiday program for the families at NSA. The holiday program has provided much needed respite for up to 70 families at NSA.

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.

Wellbeing

Occupational and speech therapists worked collaboratively with classroom teams/teachers to support the development of communication skills and overcome sensory impairments.

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.

Financial performance and position

Over \$1.5 million was expended on major upgrades across the school. The developments include the construction of a new bus loop at Lalor Campus, the construction of a new car park, a new playground, exciting new outdoor equipment, the installation of bench seating and landscaped outdoor areas. As well, significant renovations and additional joinery, furniture and fittings were completed to the (west) wing of the campus, with the installation of an electronic door and security camera In keeping with safety, full perimeter fencing was installed at Norris Bank, to ensure the students at our satellite room remain secure.




In preparing for our new STEM Building, over \$50k was expended on stimulating STEM project equipment and I.T equipment, including wireless computers, iPads and various robotics, intended to encourage and boost teaching and learning in the future.

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 321 students were enrolled at this school in 2018, 57 female and 264 male.

16 percent were EAL (English as an Additional Language) students and 1 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.



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																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="523 360 1401 824"> <p>Results: English</p> <table border="1"> <caption>Results: English - Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>4%</td></tr> <tr><td>B</td><td>15%</td></tr> <tr><td>C</td><td>17%</td></tr> <tr><td>D</td><td>22%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>14%</td></tr> <tr><td>1 - 1.5</td><td>8%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>3%</td></tr> <tr><td>4 - 4.5</td><td>2%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>0.5%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="523 860 1401 1368"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics - Student Outcomes</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>7%</td></tr> <tr><td>B</td><td>13%</td></tr> <tr><td>C</td><td>13%</td></tr> <tr><td>D</td><td>15%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>12%</td></tr> <tr><td>1 - 1.5</td><td>15%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>9%</td></tr> <tr><td>4 - 4.5</td><td>3%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>1%</td></tr> <tr><td>7 - 7.5</td><td>0.5%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	4%	B	15%	C	17%	D	22%	0.5	0%	F - F.5	14%	1 - 1.5	8%	2 - 2.5	10%	3 - 3.5	3%	4 - 4.5	2%	5 - 5.5	1%	6 - 6.5	0.5%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	7%	B	13%	C	13%	D	15%	0.5	0%	F - F.5	12%	1 - 1.5	15%	2 - 2.5	10%	3 - 3.5	9%	4 - 4.5	3%	5 - 5.5	1%	6 - 6.5	1%	7 - 7.5	0.5%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>22.0</td> <td>19.3</td> <td>21.4</td> <td>25.4</td> <td>22.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	22.0	19.3	21.4	25.4	22.0
Year	2015	2016	2017	2018	4-year average								
Average absence days	22.0	19.3	21.4	25.4	22.0								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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, 2018

Revenue	Actual
Student Resource Package	\$12,041,160
Government Provided DET Grants	\$2,023,760
Government Grants Commonwealth	\$8,796
Government Grants State	\$9,725
Revenue Other	\$28,570
Locally Raised Funds	\$159,529
Total Operating Revenue	\$14,271,540

Equity¹

Equity (Social Disadvantage)	\$38,532
Equity (Social Disadvantage - Extraordinary Growth)	\$1,943
Equity Total	\$40,474

Expenditure

Student Resource Package ²	\$11,580,424
Books & Publications	\$1,737
Communication Costs	\$16,247
Consumables	\$336,276
Miscellaneous Expense ³	\$1,039,631
Professional Development	\$38,442
Property and Equipment Services	\$746,046
Salaries & Allowances ⁴	\$122,106
Trading & Fundraising	\$65,319
Travel & Subsistence	\$6,110
Utilities	\$59,423
Total Operating Expenditure	\$14,011,761

Net Operating Surplus/-Deficit **\$259,779**

Asset Acquisitions **\$781,230**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$13,255
Official Account	\$8,791
Other Accounts	\$63,273
Total Funds Available	\$85,319

Financial Commitments

Operating Reserve	\$85,319
Capital - Buildings/Grounds < 12 months	\$45,319
Total Financial Commitments	\$130,639

(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 15 March 2019 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.