

2017 Annual Report to the School Community



School Name: Southern Autistic School

School Number: 5253



- 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 Regulation 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 2017 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

Signed 25 March 2018 at 09:30 PM by Bruce McPhate (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 Regulation 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 2017 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.

Signed 20 April 2018 at 10:53 AM by Rochelle Pettit (School Council President)



About Our School

School Context

Southern Autistic School is a specialist school dedicated to the education of children with Autism Spectrum Disorder and with significant deficits in language. Located in East Bentleigh, Southern Autistic services the Southern Region of Victoria with students attending from a vast catchment area. There are approximately 200 students attending Southern Autistic School, who meet the Program for Students with a Disability eligibility. Our curriculum and education programs include the Early Education Program, catering for students in the years prior to school age and extend through to those in senior secondary years.

In 2017, the school had 86.5 SRP FTE staff (111 DET staff) which included one Principal, one Assistant Principal, four leading teachers, 33.8 teachers and 46.9 education support staff. Education support staff includes Occupational Therapists, Speech Pathologists, Office administration and a Business Manager. The schools grounds are maintained by a full time maintenance person. Additionally a social worker and psychologist complement the school in providing well-being support and expertise.

Our staff are highly committed, enthusiastic and dedicated to meeting the diverse needs of the students at our school.

Framework for Improving Student Outcomes (FISO)

Building practice excellence continues to be a FISO state-wide priority for Southern Autistic School. The school began the implementation of the STAR Program (Strategies for Teaching based on Autism Research). STAR was implemented in the Foundation years and some of the Lower Primary Years, with intensive training and support. This focus reflects our school strategic goal to improve the provision of an autism specific curriculum.

During 2017, an additional Leading Teacher was employed to further enhance the development and building of leadership teams. The four school leaders of the different school areas- Early Education and Foundation Years, Lower Primary, Upper Primary and Secondary School work closely with the Principal and Assistant Principal.

A second Assistant Principal will be employed in 2018 and 2 Learning Specialists, supporting and embedding the Building of Practice Excellence and Building leadership teams with related key targets and improvements. Links between the Annual Implementation Plan and the Performance Development Plans across the whole school continue to be maintained.

Achievement

Our achievements as a school are also reflected in our goals to celebrate individuality and monitor and evaluate progress. Each student has an Individual Learning Plan (ILP) that is developed and refined, with input from staff and parents. The child's progress is refined through termly Student Support Groups and other professional meetings. Compass reporting reflected the implementation of the Victorian Curriculum with strong links to the ILP.

Social Skills programs, developed in partnership with Monash University was implemented in classes across the school and reinforced learning of the Personal and Social Capabilities components of the Victorian Curriculum. All staff were trained in PECs (Picture Exchange Communication), Hanen and Video Modelling. A Video Modelling Parent Information Session was held and attended by many parents, celebrating learning and continuing communication and development of evidence based practices.

The continued implementation of the SPEC program in the Secondary School, The Duke of Edinburgh Program, Work Experience and Community Access Programs further enhanced partnerships and continued to develop functional skills for our students to be part of the wider community.

Engagement

Parents and community are encouraged to participate in school committees, celebrations, goal collaboration and well-being as part of a strong partnership. Parent information sessions about relevant topics such as NDIS and coffee mornings are held regularly to encourage and strengthen school and community partnerships.

In 2017 Parents attended an End of Year Fun Day, Art Exhibition and concert item. Parents contribute to School Council, Fundraising Committees and Finance Committees. Parent Opinion Surveys indicated that 87% of parents were satisfied with the school overall and satisfied with their child's schooling.

Student attendance is carefully monitored, with notes sent home, follow up phone calls and referrals to our Social Worker if needed. Whilst many of our students attend on a regular basis, a few students with significant comorbidities including illness and anxiety have extensive absences. These absences impact on the data.



Wellbeing

All students have a Well Being Plan that is reviewed and monitored to meet the needs of the individual students. Students' data is collated to identify students with additional support needs and planning to support students to become independent, skills to develop engage with community, to regulate behaviours and to communicate their needs.

The school provides a Social Worker (0.6) and a Psychologist (0.4) to support the well-being of students, working with families and source and link with outside agencies to support students with complex needs.

Student Support Group Meetings are held each term and parents are encouraged to attend and contribute to the plans. The Head Start program at the end of each year supports students in the transition between classrooms and or teachers, ensuring successful transition and a great start to the beginning of the school year.

For more detailed information regarding our school please visit our website at
www.southernautistic.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	
<p>Enrolment Profile</p> <p>A total of 200 students were enrolled at this school in 2017, 28 female and 172 male.</p> <p>15 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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="550 342 1428 806"> <p>Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>13%</td></tr> <tr><td>B</td><td>18%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>19%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>11%</td></tr> <tr><td>1 - 1.5</td><td>8%</td></tr> <tr><td>2 - 2.5</td><td>5%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</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="550 840 1428 1355"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>11%</td></tr> <tr><td>B</td><td>19%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>17%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>10%</td></tr> <tr><td>1 - 1.5</td><td>10%</td></tr> <tr><td>2 - 2.5</td><td>10%</td></tr> <tr><td>3 - 3.5</td><td>5%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</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>	Level	Percentage	A	13%	B	18%	C	22%	D	19%	0.5	0%	F - F.5	11%	1 - 1.5	8%	2 - 2.5	5%	3 - 3.5	1%	4 - 4.5	1%	5 - 5.5	0%	6 - 6.5	0%	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	11%	B	19%	C	15%	D	17%	0.5	0%	F - F.5	10%	1 - 1.5	10%	2 - 2.5	10%	3 - 3.5	5%	4 - 4.5	1%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	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>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>17.6</td> <td>16.1</td> <td>21.4</td> <td>20.7</td> <td>19.0</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	17.6	16.1	21.4	20.7	19.0
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Average absence days	17.6	16.1	21.4	20.7	19.0								
<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>2014</th> <th>2015</th> <th>2016</th> <th>2017</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	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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*'?

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.



Financial Performance and Position

Financial performance and position commentary

Southern Autistic School's 2017 net operating surplus was \$32,485. The school continues to face challenges accommodating increasing student enrolments and subsequent staffing growth. After SRP salaries, the greatest expenditure is "miscellaneous". The majority of this expenditure is the employment of agency staff and contractors. Property and Equipment Services is another significant cost due to facility improvement projects required to support student growth. Professional Development costs are increasing with the school's commitment to a comprehensive autism specific pedagogical program (STAR and LINKs).

Total Funds available have decreased from \$1,434,367 in 2016 to \$1,322,635 in 2017. As enrolments continue to grow, current funds will be utilised for further facility improvement projects, maintenance/replacement of existing facilities/resources and investment in school based programs.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,391,715	High Yield Investment Account	\$688,434
Government Provided DET Grants	\$1,741,942	Official Account	\$21,645
Government Grants Commonwealth	\$855	Other Accounts	\$612,555
Revenue Other	\$29,155	Total Funds Available	\$1,322,635
Locally Raised Funds	\$101,556		
Capital Grants	\$16,000		
Total Operating Revenue	\$9,281,223		
Equity¹			
Equity (Social Disadvantage)	\$22,305		
Equity Total	\$22,305		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,289,505	Operating Reserve	\$247,404
Communication Costs	\$5,864	Asset/Equipment Replacement < 12 months	\$83,100
Consumables	\$129,861	Capital - Buildings/Grounds incl SMS<12 months	\$125,500
Miscellaneous Expense ³	\$851,329	Maintenance - Buildings/Grounds incl SMS<12 months	\$158,000
Professional Development	\$73,636	Revenue Received in Advance	\$5,490
Property and Equipment Services	\$791,653	School Based Programs	\$150,000
Salaries & Allowances ⁴	\$2,161	Other recurrent expenditure	\$5,000
Trading & Fundraising	\$27,922	Asset/Equipment Replacement > 12 months	\$304,500
Travel & Subsistence	\$20,849	Capital - Buildings/Grounds incl SMS>12 months	\$193,641
Utilities	\$55,958	Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Total Operating Expenditure	\$9,248,738	Total Financial Commitments	\$1,322,635
Net Operating Surplus/-Deficit	\$32,485		
Asset Acquisitions	\$75,308		



- (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 05 March 2018 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.

