

# 2018 Annual Report to The School Community



School Name: Southern Autistic School (5253)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 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 20 March 2019 at 10:54 AM 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 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 26 March 2019 at 09:23 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 Bentleigh East, Southern Autistic services the South-east Victoria Region with students attending from a vast catchment area. Nine DET funded buses support student transport to the school through the Student Transport Unit. 234 school aged students attend Southern Autistic School. To enrol in the school aged program students must meet the Program for Students with a Disability ASD eligibility. 24 students were enrolled in the Early Education Program for 3 to 4 year olds. Our curriculum and education programs include the Early Education Program and extend through to those in senior secondary years up to 18 years of age.

36 classes with between 6 and 9 students each support student learning. Classes are generally supported by a class Teacher and Education Support staff. Where required, additional ES staff will support classes to ensure student participation in learning. The school is supported by a leadership team made up of 1 Principal, 2 Assistant Principals, 4 Leading Teachers and 2 Learning Specialists. 4 Occupational Therapists and 3 Speech Therapists support student engagement as does the wellbeing team made up of a Psychologist (.4) and Social Worker (.6).

Southern Autistic School staff continue to seek to improve the service they provide through initiatives set out in the 2018 school annual implementation plan and the development of dedicated working parties supported by the school improvement team.

### Framework for Improving Student Outcomes (FISO)

Under the FISO improvement initiative, Building Practice Excellence the school set the following key improvement strategies: All staff to undertake training in STAR (primary) or LINKS (secondary) methods according to the phase of schooling. Planned initial rollout term 1 and follow up support by STAR staff in terms 2 and 3. Further professional development in Hanen - More than Words to ensure 100% staff trained; The role out of STAR/LINKS continues into 2018 with the selection of model classrooms and the employment of Learning Specialists to support these classes; A review of secondary curriculum to assess where LINKS may overlap with current curriculum (including SPEC); The induction program will be expanded to ensure new staff are provided with outline and training in autism specific programs; All student planning will demonstrate evidence based strategies within programs based on elements of the STAR/LINKS programs; A line of sight will be established between HITS and individual performance and development plans; Each PLT will develop and refine understandings of the assessment tools that meet the needs of each cohort of students.

Under the FISO initiative Curriculum Planning and Assessment the school set the following key improvement strategies: Moderation to ensure consistency in the interpretation of assessments across a school area; Improved record keeping of assessments for all students; All trained on the use of STAR/LINKS assessments. Teachers will be provided with professional learning to make link between autism specific curriculum and the Victorian Curriculum.

All 2018 school professional development was linked to school improvement strategies as outlined in the 2018 annual implementation plan. Strengthened school improvement teams have ensured continued focus on the key improvement strategies. Content for all professional learning has come directly through the work of the improvement teams. Staff were provided with a combination of quality internal and external professional development, including the topics of Maths assessments and STAR/LINKs. Professional Practice Days were introduced this year and ensured school teams were focused on shared learning relevant school improvement strategies.

## Achievement

A dedicated 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 Compass) and the initial stages of an ongoing record of learning achievement for individual students also recorded digitally.

A dedicated pedagogy team has supported the implementation of high impact teaching strategies, focusing this year on Multiple Exposures and Explicit Teaching. Led by the Pedagogy team, participation of Professional Learning Teams has ensured involvement from all, time for discussion, peer to peer learning and video examples. Learning specialists have been further up-skilled in autism specific methods and will support others in improving and implementing high impact teaching strategies in their practice.

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 Maths assessment schedule, plans are now in place to provide same for English in 2019.

Select staff also participated in the Specialist Schools' working party Community of Practice to produce assessment tools based on the DATE tool. SAS hosted these meetings, trialed assessment tools and provided feedback from assessments.

2018 induction for new staff was improved by the provision of weekly sessions, allowing participants to be provided with improved quality of information.

## Engagement

Student attitude towards school survey was completed by a selection of students, using a tool that support student participation. Results will enable further planning for the empowering of students and improved student voice. The development of student voice and advocacy is an area that should be further developed - particularly for our students who are able to participate and develop leadership skills in the senior school area.

2018 saw improved understanding and acknowledgement of learning intentions by teachers and ES, supported by the implementation of STAR/LINKs, discrete trial training and functional routines - further development into 2019.

Parent information sessions such as STAR, LAMP and NDIS promoted parent participation and involvement with the goal of improving school/home support of student learning. Other opportunities for engagement with the community included our seniors students completing work experience, being involved with Meals on Wheels, Waverley industries and attending and supporting a local Aged Care facility.

The school continued its commitment to developing, maintaining and enhancing partnerships with inter-agency services including Noah's Ark and Alfred CYMHS to ensure the best outcomes for our students. . The school continued to engage the services of Hanen, STAR Autism support and Pyramid Australia further developing the skills of our staff to provide the best for our students. Outside community groups such as ASPECT, TAFE, Waverley industries, local businesses have helped provide opportunities for our students pre-employment including some of our seniors' complete TAFE testers, developing relationships and preparing them for post school options. An Expo was held in Term two for seniors whereby approximately 20 to 25 community organisations displayed their services and were available to meet with parents to support them.

Mindfulness sessions have been offered throughout the year, EAPS services, visiting Psychologist services have been provided for staff to promote staff wellbeing.

The So Safe Program, Hanen, Personal and Social Capabilities Curriculum and Social Skills programs all support the fundamental values of respect and inclusion that SAS fosters in all we do.

### **Wellbeing**

SAS has implemented extensive welfare systems and documents over the past with a tiered approach to supporting students with behaviours of concern. A School Wide Positive Behaviour Support (SWPBS) team has been established with a view to working towards achieving fidelity in this area. A SWPBS coach has been engaged and plans for professional development from the first student free curriculum day of the 2019 school year were made.

Care team meetings were provided for students, with external agencies engaged, including Alfred CYMHS, where appropriate. The school participated in the Functional Needs Assessment pilot program for 9 students. The school continues to be supported by a .6 Social Worker and .4 Psychologist.

The school has encouraged participation by parents in whole school and sub-school activities. The therapy team took the lead on the provision of information sessions for parents, providing an opportunity for parents to learn about school initiatives that support their children. Teachers and ES staff engaged with parents at regular intervals throughout the year to produce and review learning plans. The school continues to expand the use of Compass as a communication tool, with all 2017 learning plans and reports developed using Compass. Planning for 2019 will include a series of events that will engage parents and ensure strong home/school partnerships

There focus on Child Safe Standards confirms our commitment in encouraging students to be the best they can be, participating and learning in a safe and healthy environment.

### **Financial performance and position**

Southern Autistic School's 2018 net operating surplus was \$153,548. This is primarily due to difference between SRP revenue and expenditure. After SRP salaries, the greatest expenditure is "miscellaneous". The majority of this expenditure is the employment of casual agency staff and contractors.

Locally raised funds was greater than 2017 due to increased grants, donations and fundraising - up 53% from \$101,556 to \$155,396). A greater than average increase in enrolments 2017-18 increased total funds.

In addition to SRP, SAS received State Government funding for Transition to Success (\$5677); Advance Grant (\$9725); PSD – Special Schools Complexity Allowance \$1933.90; FNA Pilot Program (\$26500); Targeted initiatives (\$36864); Swimming in Schools increase funding (\$18672); Inclusion Boost (\$4800); Equipment Boost (\$5000) and Early Years Koorie Literacy Program (\$1700). Equity (Social Disadvantage) funding of \$22,305 was utilised to pay the services of a contracted school psychologist (funding up \$460.40 from 2017).




**For more detailed information regarding our school please visit our website at**  
<https://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

#### Enrolment Profile

A total of 230 students were enrolled at this school in 2018, 34 female and 196 male.

16 percent were EAL (English as an Additional Language) students and ND 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <p><b>Results: English</b></p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>3%</td></tr> <tr><td>B</td><td>17%</td></tr> <tr><td>C</td><td>22%</td></tr> <tr><td>D</td><td>22%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>18%</td></tr> <tr><td>1 - 1.5</td><td>14%</td></tr> <tr><td>2 - 2.5</td><td>3%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>0%</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 style="text-align: center; margin-top: 20px;"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>5%</td></tr> <tr><td>B</td><td>20%</td></tr> <tr><td>C</td><td>18%</td></tr> <tr><td>D</td><td>14%</td></tr> <tr><td>0.5</td><td>2%</td></tr> <tr><td>F - F.5</td><td>14%</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>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%</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	3%	B	17%	C	22%	D	22%	0.5	1%	F - F.5	18%	1 - 1.5	14%	2 - 2.5	3%	3 - 3.5	1%	4 - 4.5	0%	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	5%	B	20%	C	18%	D	14%	0.5	2%	F - F.5	14%	1 - 1.5	10%	2 - 2.5	10%	3 - 3.5	3%	4 - 4.5	2%	5 - 5.5	1%	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><b>Average Number of Student Absence Days</b></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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">4-year average</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Average absence days</td> <td>16.1</td> <td>21.4</td> <td>20.7</td> <td>20.8</td> <td>19.8</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	16.1	21.4	20.7	20.8	19.8
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<p><b>Exit destinations</b></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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">4-year average</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">% 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	\$8,606,524
Government Provided DET Grants	\$1,686,401
Government Grants Commonwealth	\$2,872
Revenue Other	\$33,290
Locally Raised Funds	\$155,396
<b>Total Operating Revenue</b>	<b>\$10,484,484</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$22,766
<b>Equity Total</b>	<b>\$22,766</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$8,414,709
Communication Costs	\$5,327
Consumables	\$166,464
Miscellaneous Expense <sup>3</sup>	\$1,218,553
Professional Development	\$96,972
Property and Equipment Services	\$314,837
Salaries & Allowances <sup>4</sup>	\$25
Trading & Fundraising	\$24,328
Travel & Subsistence	\$21,162
Utilities	\$68,656
<b>Total Operating Expenditure</b>	<b>\$10,331,034</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$153,449</b>
<b>Asset Acquisitions</b>	<b>\$137,682</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$502,287
Official Account	\$22,144
Other Accounts	\$612,555
<b>Total Funds Available</b>	<b>\$1,136,987</b>

Financial Commitments	
Operating Reserve	\$298,639
Other Recurrent Expenditure	\$38,457
Funds Received in Advance	\$5,383
School Based Programs	\$53,000
Funds for Committees/Shared Arrangements	\$14,847
Asset/Equipment Replacement < 12 months	\$37,000
Capital - Buildings/Grounds < 12 months	\$32,441
Asset/Equipment Replacement > 12 months	\$290,500
Capital - Buildings/Grounds > 12 months	\$221,719
Maintenance - Buildings/Grounds > 12 months	\$145,000
<b>Total Financial Commitments</b>	<b>\$1,136,987</b>

- (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.