

# 2019 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 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 19 March 2020 at 06:11 PM by Julia Sadler (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.

Attested on 27 March 2020 at 02:24 PM 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. 265 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, with VCAL planning complete for the implementation of VCAL from the beginning of the 2020 school year. .

38 school age classes with between 5 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 3 Learning Specialists. 4 Occupational Therapists and 4 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 2019 school Annual Implementation Plan and the continuation of dedicated working parties supported by the school improvement team.

### Framework for Improving Student Outcomes (FISO)

Under the Framework for Improving Student Outcomes (FISO) model the school has focused on Excellence in Teaching and Learning (Curriculum planning and assessment) and Positive Climate for Learning (Setting expectations and promoting inclusion).

During 2019 significant structures, processes and procedures were developed and implemented at Southern Autistic School. These included the production and dissemination of an Assessment Schedule, Curriculum Term Planner and the Tracking Documents. Staff underwent significant professional development in the area of curriculum and participated in new assessment practices and means of tracking student progress against the Victorian Curriculum. A new Student Report format and Individual Learning Plan was established. Additionally the function of the Tracking Document allows the school to not only record student progress but to monitor progress and achievements at a whole school level. The need for monitoring and evaluating programs was established and brought the need to make adaptations to the original Tracking Document.

Staff also utilised the Victorian Term Planner for the first time, linking this document with the tracking and assessment schedule.

### Achievement

Whilst many structures have been established the school needs to further develop the Southern Autistic Instructional Model, which will be done by exploring further curriculum programs based on criteria established by the school's Curriculum Team, to improve and further embed the Curriculum Planner and the use and purpose of the Tracking Document. These considerations have been established from the School Review Report, Curriculum Team and Learning Specialist surveys.

The assessment schedule has been developed and provides a range of English and Mathematics assessments to appropriately assess the range of student levels. The Curriculum Planner was developed to ensure appropriate levels of curriculum coverage and to ensure that all necessary strands and sub-strands are addressed. The school developed

Tracking Document allows for the recording of student progress as they achieve learning outcomes as taken from the Victorian Curriculum and the Goalbank. The school seeks to use this information to provide school-wide data on student within strands and sub-strands and across the different cohorts.

Planning for the provision of VCAL culminated in registration approval. The introduction of the VCAL program will also be a significant program and enhancement to our Senior School Program.

At SAS, whilst we are continuing to improve and embed improvement practices, we must also be mindful of how much our staff contribute and how much has been done in 2019 as we further embed and build on the base foundations that have been established.

## Engagement

In 2019 Southern Autistic School conducted a school review which acknowledged the significant work completed and the work that was needed moving forward in this area. The continued implementation of the SWPBS framework, including explicit teaching of the matrix, the improved implementation of student voice across the school, including the establishment of a Student Representative Council, and further implementation of the use of strategies such as Talking Mats have been a focus.

Student attitude towards school survey was again 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 to be further developed.

The provision of staff training in STAR/LINKs, (discrete trial training and functional routines) ensure that this evidenced based program continues to support student learning.

Parent information sessions in the areas of communication and NDIS continues to promote the shared responsibility the school and parents have for the student engagement and learning. Other opportunities for engagement with the community included our seniors students completing work experience, and completing volunteer work as part of the Duke of Edinburgh program.

The school continued its commitment to developing, maintaining and enhancing partnerships with inter-agency services including a variety of NDIS therapy services and Alfred CYMHS to ensure the better outcomes for our students. The school developed a working relationship with the ICan Network, with the goal of supporting our teenage students to better understand their autism and be empowered by the diagnosis. This culminated in students representing the school and presenting at ICan Awetism Expo. Another Expo was held in Term two here at the school for senior students and their parents during which community organisations displayed their services..

The Employee Assist Program and visiting Psychologist services have been provided to staff to promote staff well-being.

## Wellbeing

Within the FISO model of improvement the school has focused on Positive Climate for Learning (Setting expectations and promoting inclusion). In 2019 Southern Autistic school completed an Inclusion Audit. All inclusion Plan recommendations were completed including staff policy updates, continued training in protective behaviour strategies, restraint and seclusion guidelines and Disability for Standards for Education Modules which were completed on line. Staff with also trained through the Autism Teaching Institute and plans for participation in the 2020 Law and Order Bastow Professional development have been made.

SAS has two Koorie students with one Koorie student transitioning to a mainstream setting in 2020. This student participated in the ELNP demonstrating improvements in both literacy and numeracy as per the ABLES and the tracking document results.

Additionally the well-being team began the implementation of the SWPBS Framework, with staff training in Prevent Teach Reinforce and the collaboration and development of school values and expectations. A draft matrix of behavioural expectations across the school linking with our values was established. Professional Development days were dedicated to the development of this goal and the embedding of the SWPBS framework. Reflecting on 2019 demonstrated that significant structures and base building blocks were established. These building blocks need to be embedded and strengthened to continue the improvement of SAS.

### **Financial performance and position**

Southern Autistic School's 2019 net operating revenue was significantly greater than 2018 due to a substantial increase in enrolments (16%).

The 2019 surplus was \$656,389. This is due to a surplus in student resource package of \$179,023 (as at 26/2/20, 1.9% of SRP) and cash budget variances (greater revenue and lower recurrent expenditure to budget). After SRP salaries, the greatest expenditure is "miscellaneous". The majority of this expenditure is the employment of casual agency staff and contractors.

Our financial position is strategically linked to our Annual Implementation Plan and our 4 year Strategic Plan.

Southern Autistic School is planning to undertake a building program through the Victorian School Building Authority in 2020 (to support increased enrolments and curriculum facilitation).

**For more detailed information regarding our school please visit our website at**  
[www.southernautistic.vic.edu.au](http://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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 262 students were enrolled at this school in 2019, 41 female and 221 male.</p> <p>19 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="565 331 1377 772"> <p><b>Results: English</b></p> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>17%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>20%</td></tr> <tr><td>1 - 1.5</td><td>15%</td></tr> <tr><td>2 - 2.5</td><td>7%</td></tr> <tr><td>3 - 3.5</td><td>3%</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 data-bbox="565 808 1377 1291"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>18%</td></tr> <tr><td>C</td><td>12%</td></tr> <tr><td>D</td><td>17%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>20%</td></tr> <tr><td>1 - 1.5</td><td>13%</td></tr> <tr><td>2 - 2.5</td><td>12%</td></tr> <tr><td>3 - 3.5</td><td>3%</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	1%	B	17%	C	16%	D	16%	0.5	1%	F - F.5	20%	1 - 1.5	15%	2 - 2.5	7%	3 - 3.5	3%	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	1%	B	18%	C	12%	D	17%	0.5	1%	F - F.5	20%	1 - 1.5	13%	2 - 2.5	12%	3 - 3.5	3%	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	1%																																																																												
B	17%																																																																												
C	16%																																																																												
D	16%																																																																												
0.5	1%																																																																												
F - F.5	20%																																																																												
1 - 1.5	15%																																																																												
2 - 2.5	7%																																																																												
3 - 3.5	3%																																																																												
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	1%																																																																												
B	18%																																																																												
C	12%																																																																												
D	17%																																																																												
0.5	1%																																																																												
F - F.5	20%																																																																												
1 - 1.5	13%																																																																												
2 - 2.5	12%																																																																												
3 - 3.5	3%																																																																												
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%																																																																												

## 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"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>21.4</td> <td>20.7</td> <td>20.8</td> <td>23.7</td> <td>21.7</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	21.4	20.7	20.8	23.7	21.7
Year	2016	2017	2018	2019	4-year average								
Average absence days	21.4	20.7	20.8	23.7	21.7								
<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"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</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>96.4</td> <td>99.1</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	100.0	100.0	100.0	96.4	99.1
Year	2016	2017	2018	2019	4-year average								
% of students to further studies or employment	100.0	100.0	100.0	96.4	99.1								

## 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		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$9,593,749	High Yield Investment Account	\$1,553,642
Government Provided DET Grants	\$2,350,987	Official Account	\$18,091
Government Grants Commonwealth	\$8,706	Other Accounts	\$0
Revenue Other	\$26,725	<b>Total Funds Available</b>	<b>\$1,571,734</b>
Locally Raised Funds	\$143,788		
<b>Total Operating Revenue</b>	<b>\$12,123,954</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$27,448		
<b>Equity Total</b>	<b>\$27,448</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$9,414,726	Operating Reserve	\$325,309
Communication Costs	\$5,292	Other Recurrent Expenditure	\$13,023
Consumables	\$176,874	Funds Received in Advance	\$6,236
Miscellaneous Expense <sup>3</sup>	\$1,420,737	School Based Programs	\$21,000
Professional Development	\$82,473	Funds for Committees/Shared Arrangements	\$17,417
Property and Equipment Services	\$239,661	Asset/Equipment Replacement < 12 months	\$28,000
Salaries & Allowances <sup>4</sup>	\$45	Capital - Buildings/Grounds < 12 months	\$395,919
Trading & Fundraising	\$32,478	Asset/Equipment Replacement > 12 months	\$410,500
Travel & Subsistence	\$15,625	Capital - Buildings/Grounds > 12 months	\$212,000
Utilities	\$79,655	Maintenance - Buildings/Grounds > 12 months	\$142,330
<b>Total Operating Expenditure</b>	<b>\$11,467,565</b>	<b>Total Financial Commitments</b>	<b>\$1,571,734</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$656,389</b>		
<b>Asset Acquisitions</b>	<b>\$14,664</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 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.