

2018 Annual Report to The School Community



School Name: Western Autistic School (5290)



- 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 29 April 2019 at 10:00 AM by Mary Thomson
(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 29 April 2019 at 12:31 PM by Sinead Bradley
(School Council President)

About Our School

School context

Western Autistic School

- is a multi-campus P-3 school for autistic students
- campuses in Laverton and Niddrie
- 2018, 350 students 65 female and 285 male (2017, 321 students)
- 27 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander

- Teacher/Pupil ratio: 350: 67, or for every teacher there are slightly more than five students
- Ratio of leadership support to teachers: 11:67 or for every 6 teachers there is one leader
- SFO Index, 0.5053
- SFOE Index, 0.3865.

Mission: to prepare students for mainstream classroom settings or local special schools.
The WAS outreach program follows up on our exit students. In 2018, 100 students exited.

The Autism Teaching Institute (ATI)

- is the school's training arm
- by 2018, about 430 teachers had graduated from the vocational diploma course
- in 2018, 50 government funded scholarships, 10 Catholic Education funded scholarships
- provides State wide Professional Development program for senior educational leaders.

The Wattle Education Intervention Program

- provides short- term placement for adolescent students.

WAS Playgroup

- is a play-based early intervention program.

Framework for Improving Student Outcomes (FISO)

The school focused on continuing its work on Professional Leadership and Positive Climate for Learning. Staff-led Actions Teams followed through with priorities identified by campus elected School Improvement Teams. Laverton staff addressed workload, stress and staff inconsistency areas identified for improvement, and Niddrie addressed behavior, communication and staff inconsistency. As a result staff perceptions for Collective Efficacy improved by 4% and Academic Emphasis by 2%. Another improvement strategy was to further embed the policies and processes around positive behavior support. These were aligned with Positive Behavior Support frameworks. Leading Teachers facilitated building engaged, student focused, collaborative professional learning teams and classroom teams as learning communities to improve assessment of student learning needs.

Achievement

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. We draw here on expertise within the Autism Teaching Institute and the Practical Autism Research Centre.

Parents' satisfaction with their child's schooling reflects the quality of the service offered by the school and the level of engagement between parents and school. 90% of parents were satisfied with their child's schooling overall, a further increase of 2% since 2017.

The percentage of positive responses to teacher collaboration within the school is an indicator of improved student learning. The teacher's perception of collaboration within the school is high and increased by 7 percentage points between 2016 and 2018.

Engagement

Parent surveys indicate high degree of agreement re student engagement. Parents are positive about the support their child received to adjust to their new year level (83% agreement) and confident that the school prepares students for the next phase of their life/schooling (81% agreement).

Parents collaborate with teaching teams to design individual learning plans for their children. Parents satisfaction with this is high (83% agree). Teachers reported that 90% of parents participated in co-educator role, eg. Student Support Group meeting.

Students in the Wattle Program took the Students Attitude to School Survey (ATTS):

- Sense of inclusion - 85% agreement,
- Sense of connectedness - 67% agreement.

The de-amalgamation will foster cohesion amongst the parent body by creating small schools.

Wellbeing

Wellbeing for our students is strongly associated with the development of their expressive communication skills. This has been emphasized in the school's Professional Learning Program, with the development of Professional Learning Communities.

The perception of a secure and predictable school environment is also of great importance to our students. Parent surveys show that we are succeeding with 85% agreeing that their children feel safe at school, and 88% approving of school connectedness.

Equity Funding supported employment of allied staff, who provided parent liaison and respite linkages, assisting families in supporting their children's wellbeing. School staff attended DET SAFE Schools, and Cultural Awareness and Diversity Training.

Financial performance and position

The majority of funding for Western Autistic School is received through the Student Resource Package. In 2018 the school also raised \$131,452 locally and received \$43,156 in Equity Funding.

The Autism Teaching Institute was funded to deliver fifty scholarships for teachers across the state to undertake the Graduate Diploma in Teaching Students with Autism Spectrum Disorder; to develop and deliver a State-Wide Inclusive School Practice Professional Learning Program, and as part of that hire six Regional Autism and Inclusion Consultants. This was a joint initiative with the Department of Education and Training in response to the Parliamentary Inquiry into Services for People with Autism. These projects will continue in 2019.

Throughout 2018 School Council worked together with the Victorian School Building Authority on two building projects, namely refurbishment of the Wattle building at the Laverton Campus to create three new P-3 classrooms, and the redevelopment of the Niddrie Campus after the Premiers announcement of capital works funding in the 2018/2019 State Budget.

The redevelopment of the Niddrie Campus is due to commence in October 2019 and in addition to the funding received from the DET, School Council allocated \$1.2M of school funds to support this project.

School Council allocated \$650,000 to the Wattle building redevelopment. At the end of 2018 \$563,000 had been expended. School Council also engaged a landscaper to develop schematic designs to redevelop two playgrounds at Laverton. The redevelopment of these playgrounds will be a major expenditure item for 2019.

In 2018 WAS continued to have difficulty in recruiting suitable permanent teaching staff. As a result, \$1,813,354 was expended on hiring teachers and teacher assistants through an agency to cover vacancies. This expenditure can be seen in the miscellaneous expenditure budget line and is the highest expenditure item after the student resource package.

At the end of 2018 there was a significant budget surplus, the majority of this surplus is committed to the building project mentioned above as this was not completely expended in 2018, and the funding carried over from ATI projects.

For more detailed information regarding our school please visit our website at
<http://westernautisticschool.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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 350 students were enrolled at this school in 2018, 65 female and 285 male.

27 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.0	89.3	81.5	95.1

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	61.0	64.9	56.8	72.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English	Mathematics
Achievement Level	Percent	Percent
A	5.4	9.7
B	26.0	27.8
C	33.0	29.3
D	22.7	19.2
0.5	1.2	1.3
F	8.2	7.6
F.5	0.5	0.4
1	2.5	4.1
1.5	0.2	0.2
2	0.1	0.5
2.5		
3		
3.5		
4		
4.5		
5		
5.5		
6		
6.5		
7		
7.5		
8		
8.5		
9		
9.5		
10		
10.5		
11		
11.5		
NA		

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning.

Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2015	2016	2017	2018	4 year average
Average number of absence days	24.8	22.6	24.9	22.9	23.8

Students exiting to further studies or full-time employment

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

Student Exits	2015	2016	2017	2018	4 year average
Percent exiting to further studies or full-time employment	100.0	100.0	99.1	100.0	99.8

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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$15,008,639
Government Provided DET Grants	\$3,916,422
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$113,384
Locally Raised Funds	\$131,978
Total Operating Revenue	\$19,170,423

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,156
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,156

Expenditure	Actual
Student Resource Package ²	\$14,188,864
Adjustments	\$0
Books & Publications	\$3,563
Communication Costs	\$29,552
Consumables	\$131,453
Miscellaneous Expense ³	\$1,898,122
Professional Development	\$81,670
Property and Equipment Services	\$406,637
Salaries & Allowances ⁴	\$229,933
Trading & Fundraising	\$17,183
Travel & Subsistence	\$36,046
Utilities	\$192,761
Total Operating Expenditure	\$17,215,785
Net Operating Surplus/-Deficit	\$1,954,638
Asset Acquisitions	\$563,735

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$2,358,674
Official Account	\$52,795
Other Accounts	\$448,790
Total Funds Available	\$2,860,259

Financial Commitments	Actual
Operating Reserve	\$478,943
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$32,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$2,360,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,870,943

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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 two 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 'NP'?

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').