

2015 Annual Report to the School Community

Austin Hospital School

School Number: 3605



Name of School Principal:

Pennie Moffat

Name of School Council President:

Rodger Tice

Date of Endorsement:

21 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

The Austin School is a P-12 School that provides specialised educational programs for children and young people who are patients of Austin Health. The School is located within the grounds of Ausitn Hospital in Heidelberg. The majority of students have a physical and/or mental health diagnosis. Mental health diagnoses may include psychiatric, emotional or behavioural concerns. Our school mission is focused on educating the whole child and ensuring our students will engage in a safe and supportive learning environment that will enhance relationships and social and emotional skills to support their transition to education and vocation.

Inpatients attend school on average between 5 days to 6 weeks, whilst outpatients attend term programs. The inpatient programs include Adolescent Inpatient Unit young people (13 to 17 years) from the North Western sector of the state; Child Inpatient Program. (5 to 12) years from across Victoria and Pediatric Ward (5 to 18 years). There was no program run at Royal Talbot Rehabilitation Hospital in 2015. Outpatients of CAMHS can be offered placements in short term programs designed to support their social education and to facilitate a return to an educational or vocational setting especially if they are either not attending school or are identified as being at risk of exclusion from schooling. There is a Social Education Program and Social Skills program for primary aged students. For secondary aged students, Linking Education And Personal Development Program and Return to Education and Vocation program are group programs focusing on reengagement in education and development of appropriate personal and social skills. The school also provides an outreach program and consultancy service to schools of students on the waiting list and educational assessments as requested by inpatient and outpatient departments.

Given the transient nature of the school population and the fact that most students return to their base school, the school does not assess progress against NAPLAN. Individual Learning Plans are formulated for the majority of students, with a focus on Literacy, Interpersonal Development and Personal Learning. The Austin School provides an educational intervention program designed to re-engage students with the learning process. An environment based on understanding, acceptance and inclusion underpins the work of the school in preparing students with social, emotional and/ or special needs to re-engage with their schools and communities.

All teachers meet the registration requirements of the VIT. The school has 22 staff; this includes 2 Principal class, 19 teachers and 3 Education support staff, one of which is a Music Therapist. Of the 17 teachers, 14 are fulltime with three at point 0.9, 0.7 and 0.6. Eight of the 17 teachers have Masters in Special Education qualifications while other staff have a variety of qualifications ranging from post graduate diplomas to certificate courses.

Achievement

In 2015 a total of 431 students were enrolled, with 159 (37%) males and 272 (63%), females. School enrolments have fluxuated over the last six years (318-2009, 417-2010 , 401- 2011, 468- 2012, 436- 2013 and 423 in 2014).

Given the transient nature of student enrolment only students enrolled for 10 days or more are assessed against individual learning goals in the areas of English, Interpersonal Development and Personal Learning. Data from 2014 indicates that 93% of students achieved their English goals whilst, 93% of students met their Interpersonal Development and Personal Learning goals. This was an increase of 1% on 2014. Our target for 2016 is that 95% of students in all programs achieve their English, Personal Learning and Interpersonal Development goals as stated in their ILP.

Peer Observation is formally implemented as a means of improving teaching and learning practice. In 2015 staff had the opportunity to observe teaching and learning practice in a setting outside the Austin School. On completion of the process a survey was distributed to staff. Of the 12 responses: 6 attended a Primary School, 4 had a Secondary placement and one staff member visited an alternative and an Early Education environment. Both quantitative and qualitative data suggests that all staff found the experience valuable. In 2016 peer observation will occur within setting. The focus will be on improving student engagement and embedding the theories of curiosity and powerful learning.

The school has a focus on embedding the use of ICT to engage students in the learning process and to support learning. Surveys of staff use of ICT in 2015 (including Interactive whiteboards and ipads) indicates that their applications are useful in terms of enriching the learning process. Austin Student Opinion Survey indicated that students use Ipads and computers to support their learning. Students are happy with the amount of ICT available at the school and its application is mainly linked to learning. The School Student Opinion Survey confirms that over 80% of students are engaged in ICT. Comparative E Potential survey data from 2014 and 2015 inidcates improvement in staff competency in all areas – Learning and Teaching, Assessment and Reporting, Classroom Organisation, Safe and Responsible Use, Resources, ICT Professional Learning. Comparative Data against the State for Special Schools, similarly indicates teacher competencies to be above state means. ICT Leadership was the only area which had no improvement however this is a statewide trend. The school completed an ICT plan early in 2015 and will be using Esmart as a framework to enhance IT use within the school. Data from the 2015/16 staff IT survey has enable student learning KPT to developed a list of recommendations for 2016 which should increase the impact of IWB and apps on student learning, engagement and achievement.

Engagement

431 students were enrolled during 2015. Student attendance data for 2015 indicates that whole school attendance average was 93% in comparison to 92% in 2014. Student attendance in Outpatient Programs averaged 84% as opposed to 82% in 2013. Attendance for individual programs were:

Return to Education and Vocation.....83.8%
 Social Education.....85.6%
 Linking Education to PD.....81.8%
 Social Skills.....87.9%
 Inpatient Programs had 100% attendance.

Completion rates for Outpatient Programs have increased for most programs in comparison to 2014. Rates include:

Return to Education and Vocation100%.. (86% 2014, 93% 2013)
 Social Education.....100% (95% 2014, 95% 2013)
 Social Skills.....100% (100% 2014, 100% 2013)
 LEAP.....97% (91% 2014, 100% 2013)

The school continues to identify evidence based practice regarding the teaching of social competencies. This work will strengthen teachers' expertise and knowledge in the areas of teaching students with social/emotional needs. The school cretaed a Practice Manual for teaching social and emotional skills in 2015 which will continue to be embeded in 2016 The school is currently working with a University consultant to develop an Austin School Students' Attitude to School Survey. Initial data indicates high levels of satisfacation with the school. School Connectedness was high in all programs. Scores on Student Safety and Inappropriate Behaviour were low in all programs indicating good levels of both in all programs.

Wellbeing

On exit the majority of students, 91% (2014 -91.1%) were successfully reintegrated into schools, employment or vocational settings. Student destination data indicates:

91%Returned to school, alternate settings, TAFE (3% of the 91% returned to other hospital/school programs)
 0.00%.....Employment
 2%.....Out of School/unemployed
 7%.....Unknown

The school exceeded its target of 90% reintegration on exit. All outpatient program students on reintegration continue to be supported by teachers through outreach work. High reintegration rates can be attributed to the collaborative nature of the work of teachers liaising with a number of partners such as CAMHS, base schools and community agencies. In 2016 a Professional Development Program which has teachers facilitating PD to schools regarding student management, will support student reintegration and worked towards raising the profile of the Austin School. The program will also increase teachers' expertise in providing an educational intervention program to support students with social and emotional needs.

Whilst the Parent Opinion Survey has not been included, parental satisfaction is high. Results against all categories rate the school highly whilst comments volunteered as part of the survey process provide testament to the outstanding work of teachers in supporting student well being and the successful reintegration into schools and vocational pathways. The school Student Opinion Survey indicates that the highest level of Student Morale was associated with the LEAP program. The lowest levels were associated with the non-specified group.

Productivity

The school has limited geographical scope for extending its services. Located on Austin Hospital grounds, space is at a premium. Additional programs which could respond to the ever-growing demand for support from schools are not able to be developed given the historic approach to providing on site educational intervention for clients of CAMHS. Looking to the future, the school may need to explore off site outreach support to schools to meet this demand. The school however operates similarly to a Full Service School model. Teachers work as part of a multi-disciplinary team with CAMHS clinicians whilst the Principal works with the CAMHS Executive to progress the Health and Educational Strategic Plans.

Our key focus in 2016 is to improve and expand relationships with referring schools and community agencies. These enhanced relationships should ensure our students are better supported and are more likely to successfully re-integrated into education and vocation.

For more detailed information regarding our school please visit our website at <http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

School Profile

Enrolment Profile

A total of 0 students were enrolled at this school in 2015, 0 female and 0 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

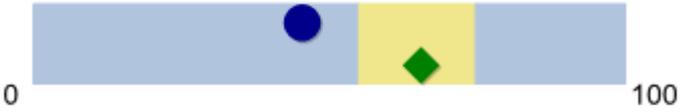
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Result for this school: ●

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 12 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

How to read the Performance Summary

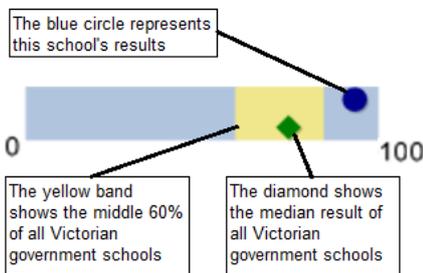
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

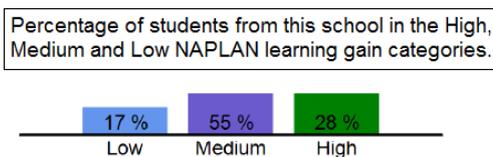
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

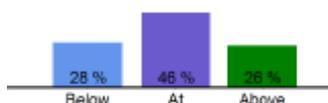
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,961,350	High Yield Investment Account	\$3,787
Government Provided DE&T Grants	\$161,035	Official Account	\$11,548
Revenue Other	\$21,330	Other Accounts	\$580,382
Locally Raised Funds	\$331	Total Funds Available	\$595,717
Total Operating Revenue	\$2,144,047		
Expenditure		Financial Commitments	
Student Resource Package	\$1,863,588	Operating Reserve	\$34,602
Books & Publications	\$1,354	Capital - Buildings/Grounds incl SMS<12 months	\$42,000
Communication Costs	\$4,131	Maintenance - Buildings/Grounds incl SMS<12 months	\$120,000
Consumables	\$24,903	Maintenance -Buildings/Grounds incl SMS>12 months	\$47,000
Miscellaneous Expense	\$25,464	Capital-Building/Grounds incl SMS>12 months	\$320 000
Professional Development	\$17,187	Maintenance- Buildings/Grounds inc SMS>12months	\$32 115
Property and Equipment Services	\$68,905	Total Financial Commitments	\$595 717
Salaries & Allowances	\$52,239		
Trading & Fundraising	\$503		
Travel & Subsistence	\$34,260		
Utilities	\$5,762		
Total Operating Expenditure	\$2,098,296		
Net Operating Surplus/-Deficit	\$45,751		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

The School's operating revenue of \$2 144 047 included the Student Resource Package(SRP), DET grants, bank interest and locally raised funds from LEAP & REV 2015 programs. Expenditure included staff salaries, CRT payroll, staff parking, rates, PD and misc expenditure covered excursions, insurance, affiliations, first aid, onsite hospitality and bank charges.

School had a surplus of \$45 751 at end of 2015. Surplus should increase 2016 due to teacher time fraction reductions, resignation and an increase in student numbers.

Commitments include replacing shade sails, painting of school, carpet replacement in programs, tennis court fencing refurbishment of staffroom, purchase of IT equipment, including whiteboards, IPAD replacement, new bus and replacement of art room with a portable.