

2016 Annual Report to the School Community



School Name: Austin Hospital School

School Number: 3605



Name of School Principal:	Pennie Moffat
Name of School Council President:	Rodger Tice
Date of Endorsement:	28 March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



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 Austin Hospital in Heidelberg. The school's facilities are located in an attractive garden setting where students have access to an outdoor area for recreation and socialisation. Most programs take place within the relocatable school buildings provided by the Department of Education; however, teachers also work with students within the Paediatric Ward and the inpatient units within the Marion Drummond Building.

The majority of students attending Austin School have a physical and/or mental health diagnosis. Mental health diagnoses may include psychiatric, emotional or behavioural concerns. Students with mental health challenges are all clients of CYMHS (Child and Youth Mental Health Services). 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. The Austin School aims to develop a culture of empathy, acceptance and encouragement for students who present with complex social and emotional needs. All members of the community are expected to be responsible, respectful and safe. The Austin School's values are based on the follow concepts understanding, acceptance and inclusion; care, compassion and respect; open and supportive interaction; responsibilities and rights and the pursuit of personal best.

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; Paediatric Ward (5 to 18 years) and Royal Talbot Rehabilitation Hospital (13-17). These inpatient programs work closely with students and their home schools to support their learning while in hospital and develop strategies to support their re-integration back to the home school. Outpatients of CYMHS 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 (SEP) and Social Skills program (SSK) for primary aged students. For secondary aged students, Linking Education and Personal Development Program (LEAP) and Return to Education and Vocation (REV) 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 as requested by inpatient and outpatient teams.

The school's modified curriculum is based upon the Victorian Essential Learning Standards for students up to an equivalent of Year 10. VCE students and those undertaking alternative courses such as VET, VCAL and the International Baccalaureate are also supported in their learning. It is not possible to provide all subjects in this school so close contact is maintained with home schoolteachers throughout the admission. Work from the home school is undertaken by the students here to try to maintain their year levels and not disadvantage progress.

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 17 staff; this includes 2 Principal class, 13 teachers and 3 Education support staff, one of which is a Music Therapist. Of the 13 teachers, 10 are fulltime with three at point 0.9, 0.7 and 0.6.

In 2016 program, enrolments reached four hundred and ninety-seven students of which four hundred and twenty-four attend programs at Austin School. Seventy-three students received outreach with fourteen only requiring outreach liaison support.

Framework for Improving Student Outcomes (FISO)

The key improvement initiatives and related strategies that the school focused on in 2016 were to:

- Increase student engagement by promoting curiosity and high expectations.
 - Support ongoing PD in the area of ICT to enhance teacher competency.
 - Continue the peer observation process with the emphasis on Powerful Learning (Curiosity and High Expectations)
 - Review the use of ICT in classrooms annually and develop recommendations to inform future planning.
- Promote successful reintegration into educational and vocational settings.
 - To implement a whole school approach to teaching social and emotional competencies which recognizes the differing needs of primary and secondary students.
 - To further, enhance mechanisms for student voice to be heard and reflected in policy and curriculum



development.

- To increase student engagement through active involvement in the school's curriculum.
- Maximize the effectiveness of student pathways and transitions within schools and across the wider community
 - Measure outcomes and effectiveness of transition, re-integration and outreach/support
 - Increase understanding of mental health, behaviour support and schooling issues within schools and the wider community
 - Improve and expand relationships with schools and community agencies

Achievement

In 2016 a total of 497 students were enrolled, with 214 (43%) males and 283 (57%), females. School enrolments have fluctuated over the last six years (417-2010 , 401-2011, 468-2012, 436-2013, 423-2014; 2015-431).

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 2016 indicates that 93% of students achieved their English goals, whilst 96% of students met their Interpersonal Development and Personal Learning goals. Our target for 2016 was that 95% of students in all programs achieve their English, Personal Learning and Interpersonal Development goals as stated in their ILP. We achieved this target for Interpersonal Development and Personal Learning. In 2017 the focus will be to ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing. This will result in students' ILP goal achievement of 95% in the area of Personal and Social Capability and student attendance rate increasing by 5% in all outpatient programs

Peer Observation is formally implemented as a means of improving teaching and learning practice. In 2016, staff had the opportunity to observe teaching and learning practice within their own program as well as another program at Austin School. On completion of the process, a survey was distributed to staff. Both quantitative and qualitative data suggests that all staff found the experience valuable. In 2017, peer observation will be used to explore effective teaching for programs and student cohorts within our school and like contexts.

The school has a focus on embedding the use of ICT to engage students in the learning process and to support learning. The 2016 school review identified that this goal has been achieved and students and staff will continue to integrate ICT and use IT as tools for engagement and learning.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

497 students were enrolled during 2016. Student attendance data for 2016 indicates that whole school attendance average was 92% which was the same as 2014 but a 1% decrease from 2015. Student attendance in Outpatient Programs averaged 81%. Attendance for individual programs were:

Return to Education and Vocation.....83% a .8% decrease
 Social Education.....69% a 16.6% decrease
 Linking Education to Personal Development.....89% a 7.2 % increase
 Social Skills.....81% a 6.9 % decrease
 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 Vocation88%.. (100% 2015, 86% 2014, 93% 2013)
 Social Education.....95% .(100% 2015, 95% 2014, 95% 2013)
 Social Skills.....75% (100% 2015, 100% 2014, 100% 2013)
 LEAP.....97% (97% 2015, 91% 2014, 100% 2013)

Student attendance and completion rates continue to be a challenge, however they reflect the complexity of the student cohort targetted by the Austin School programs. In 2017 we will continue to focus on how programs can better engage and address the health and wellbeing needs of its students.

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 continue to embed the development of social and emotional skills into all programs.

The Austin School Students' Attitude to School Survey data indicates high levels of satisfaction with the school. School



Connectedness was high in all programs. Scores on Student Safety and Inappropriate Behaviour were low in all programs.

Wellbeing

On exit the majority of students, 93% (2015 -91%) were successfully reintegrated into schools, employment or vocational settings. Student destination data indicates:

93%Returned to school, alternate settings, TAFE (2% of the 93% returned to other hospital/school programs)
1%.....Interstate or overseas
2%.....Out of School/unemployed
4%.....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 CYMHS, base schools and community agencies. In 2016 a Professional Development Program which has Austin teachers facilitating PD to schools, regarding student management, has supported student reintegration and has assisted in raising the profile of the Austin School. In 2016 we participated in 19 presentations which included four CYMHS community sessions, one targeted primary and one secondary session onsite, three presentations at conferences or forums, three network and seven targeted sessions to individual schools.

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.

Data will be collected for all students in relation to school reintegration/alternative pathways at discharge and after 12 months

The focus in 2017 is to promote inclusion and support student health, wellbeing and transition to other educational or vocational settings by enhancing and establishing partnerships. Professional development to schools and teachers, and providing outreach pre and post program will be key components of achieving this.

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

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 497 students were enrolled at this school in 2016, 283 females and 214 males. There were 0% of EAL (English as an Additional Language) students and 0% 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>	No Data Available
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	Average score across the survey was 6.11
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>No Data Available</p> <hr/> <p>Results: Mathematics</p> <p>No Data Available</p>



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" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>6.5</td> <td>5.8</td> <td>19.4</td> <td>7.4</td> <td>10.6</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	6.5	5.8	19.4	7.4	10.6
Year	2013	2014	2015	2016	4-year average													
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<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 exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>91.0</td> <td>ND</td> <td>91.0</td> <td>93.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	91.0	ND	91.0	93.0	100.0
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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, P-12 and specialist schools, 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).

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.

Changes in student achievement

Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,977,661
Government Provided DET Grants	\$185,859
Revenue Other	\$17,719
Locally Raised Funds	\$11,646
Total Operating Revenue	\$2,192,885

Expenditure	
Student Resource Package	\$1,751,255
Communication Costs	\$2,954
Consumables	\$20,574
Miscellaneous Expense	\$15,637
Professional Development	\$9,273
Property and Equipment Services	\$58,400
Salaries & Allowances	\$40,972
Trading & Fundraising	\$767
Travel & Subsistence	\$27,817
Utilities	\$6,285

Total Operating Expenditure **\$1,933,935**

Net Operating Surplus/-Deficit **\$258,950**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$10,259
Official Account	\$18,352
Other Accounts	\$596,527
Total Funds Available	\$625,138

Financial Commitments	
Operating Reserve	\$28,380
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$37,500
Asset/Equipment Replacement > 12 months	\$175,000
Capital - Buildings/Grounds incl SMS>12 months	\$264,258
Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Total Financial Commitments	\$625,138

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc. Expenses may include bank charges, health and personal development, administration charges, excursion costs and taxation charges. Salaries and Allowances refers to school-level payroll.

In 2015, the school struggled to avoid a deficit and a significant reduction in staff was made at the end of 2015 to ensure the school worked within its SRP in 2016. In addition, due the school's SRP being based on term three census data from the previous year a \$100,000 buffer is built into the school budget to reflect termly changes in enrolment. In 2016 the termly census and updated each term based on our four week termly census resulted in us maintaining this buffer and staying in line with our indicative budget. This resulted in the school achieving a surplus of \$95,000. In additional, our investment and other accounts did not need to be accessed.

In 2016, staff managed the change in staff and budget allocations. Program continued to run and student outcomes were maintained. The school now has certainly in the funds available to address some significant works, which need to be completed over the next four years. These funds will ensure the school facilities; equipment and services are relevant and conducive to the students and programs offered at Austin School. The school will now be addressing a number of planned financial commitments. This includes a significant increase in professional development, and outreach provided by the school, upgrade of the school car and bus, painting, flooring and finally gardening and maintenance work.



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.