

2019 Annual Report to The School Community



School Name: The Austin School (3605)



- 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 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 13 March 2020 at 04:45 PM by Pennie Moffat (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 20 March 2020 at 11:40 AM by Lorna Luke (School Council President)

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 and Child and Youth Mental Health Services (CYMHS). The school's vision and mission is "Educating the Whole Student". Students will engage in a safe and supportive learning environment that will enhance social and emotional skills, relationships and support their transition to education and vocation. The Austin School's values are "Respectful, Inclusive and Curious." All members of our school community are expected to practise and demonstrate these values.

The School is located within the grounds of Austin Hospital in Heidelberg. The school has 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 mental health and/ or physical health diagnosis. Young people with mental health diagnoses may present with psychiatric, emotional or behavioural concerns. These students are all clients of CYMHS (Child and Youth Mental Health Services) and teaching staff work collaboratively with CYMHS clinicians as part of a multidisciplinary team.

Students who are Inpatients are enrolled 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) state-wide
- Paediatric Ward (5 to 18 years)
- Royal Talbot Rehabilitation Hospital (13 to 17 years).

Teachers in these inpatient programs work closely with students and their home schools to support their learning whilst in hospital and to develop strategies to support their re-integration back to the home school.

Students who are outpatients of CYMHS can be offered placements in short term programs designed to support their personal and social education and to facilitate a return to an educational or vocational setting. These students may not be attending school or have been identified as at risk of exclusion from schooling. These outpatient programs include:

- Social Education Programs (SEP), primary.
- Social Skills program (SSK), primary.
- Linking Education and Personal Development Program (LEAP), 13-14 years- secondary.
- Return to Education and Vocation (REV), 15-18 years- secondary.

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 Curriculum 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 school teachers throughout the admission.

Given the transient nature of the school population and 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, Personal and Social Capabilities. The individual programs in the Austin School collect data around the educational interventions that are designed to re-engage students with the learning process and develop social and emotional to re-engage with their schools and communities.

All teachers meet the registration requirements of the VIT. The school has a time fraction of 16.2 staff; this includes 2 Principal class, 16 teachers and 2 Education support staff. Of the 16 teachers, 8 are full-time with four at point 0.8, two at 0.6 and two at .2.

In 2019, program enrollments reached five hundred and one students of which three hundred and eighty-eight attend programs at The Austin School. One hundred and thirteen students received outreach, twenty four of which were outreach Liaison.

In this year, the school focused on Student Voice, Agency and Leadership. Teachers researched, evaluated and identified how best to incorporate student voice and agency into their programs so that student learning, engagement

and wellbeing were enhanced. Programs identified how these areas can be enhanced in our setting and empower students in their learning and skills development.

Framework for Improving Student Outcomes (FISO)

Improvement initiative 1: To ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing

Excellence in Teaching and Learning- Building Practice Excellence

Key improvement strategies were:

- Refining assessment tools to accurately capture student learning in personal and social capabilities
- Empowering students by enhancing opportunities for student voice and agency

Improvement initiative 2: To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement

Positive Climate for Learning- Empowering Students and Building School Pride.

Key improvement strategies were:

- PLC will focus on student learning, assessment and effective use of data
- Using peer observation to enhance impact of teaching on learning

Improvement initiative 3: To promote inclusion and support student health and wellbeing and transition to other educational or vocational setting by enhancing and establishing partnerships with school, services and agencies.

Community Engagement in Learning- Networks with Schools, Services and Agencies.

Key improvement strategies were:

- Use data from students and their schools to enhance programs and outreach
- Provide targeted, "just in time" PD and outreach to schools and teachers to support the inclusion, learning, health and wellbeing of students

To support the implementation of these KIS, professional learning team and peer observation were utilised to ensure teachers were appropriately supported to focus on student voice, agency and achievement. The development and enhancement of our student voice database reflects the increased opportunities for student voice and agency across all programs.

Student achievement rubrics and other assessment tools have been developed and implemented across all programs. A major focus on data literacy has enabled staff to use assessment data to monitor growth, modify their programs and evaluate learning to better meet the needs of students.

Achievement

In 2019, to ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing staff used the Amplify resources and High Impact Teaching Strategies. They used Professional Learning Teams (PLT) and peer observation to inquire around how student voice and agency could be developed in students. High Impact Teaching Strategies (HITS) were used by staff to enrich opportunities for student voice. By the end of 2019 staff had identified various opportunities to empower students. The focus in 2020 is to provide more opportunities for students to develop the skills they need to be able to self advocate.

In 2019, teachers explored what student improvement and learning looked like for individual students and programs created assessment tools to capture student learning and achievement beyond ILP and attendance data. Staff are using student data to monitor and track student progress and achievement within the programs. Staff are also using student data to make adjustments to the program. In 2020 the focus will be on refining assessment tools to capture student growth. Teachers will be using data from these tools to inform program adjustments, individual student support and teaching and learning focus.

Given the transient nature of student enrollment, only students enrolled for 10 days or more are assessed against individual learning goals in the learning areas of English, Personal and Social Capabilities. Achievement data from 2019 indicates our target of 95% of students met their Personal and Social Capability goals. In addition, of those students who had an English goal, 97% achieved this goal. Attendance data for Outpatient Programs in 2019 was 76%. This is below our target of 81%. Due to the nature of our students, attendance within programs can fluctuate based on the general health and wellbeing of students.

In 2020, teachers will continue to support students to set relevant and challenging goals. Our expectation is that students' ILP goal achievement will increase to 96% in the area of Personal and Social Capability. In the area of student attendance teachers will continue to support clinicians and families to encourage to attend programs. The focus in 2020 will be on supporting students to increase their attendance at over their enrollment at The Austin School.

Engagement

The Austin School had a 91% percent success rate for students reengaged in education, vocational or work post enrollment.

Student attendance rates for 2019 was 90% for the whole school, a 3% decrease. Student attendance rates across the outpatient programs was 76%. This reflects a 9 percent decrease in outpatient attendance in 2019 from 2018.

Return to Education and Vocation.....70% a 16% decrease (2016 83%)

Social Education Program.....82% a 7% decrease (2016 69%)

Linking Education to Personal Development.....77% a 4 % decrease (2016 89%)

Social Skills.....87% a 2 % increase (2016 81%)

Inpatient Programs had attendance rates of 100% AIP (2016 100%), 100% CIP (2016 99%) and 100% Wards (2016 100%).

Completion rates for all programs was 97% decreased overall by 1% in 2019. Rates include:

Child Inpatient Program.....94% a 1% decrease (2016 100%)

Adolescent Inpatient Program.....100% a 1% increase (2016 100%)

Wards..... 100% same as previous year (2016 100%)

Return to Education and Vocation84% a 12% decrease (2016 88%)

Social Education.....100% same as previous year (2016 95%)

Social Skills.....100% same as previous year (2016 75%)

LEAP.....89% a 4% decrease (2016 97%)

Student attendance and completion rates continue to be a challenge, however they reflect the complexity of the student cohort targeted by The Austin School programs. In 2019 a number of transition initiatives were implemented to support students to transition into our outpatient programs and back into their home school. In 2020 The Austin School will continue to focus on how programs can better engage and address the learning and wellbeing needs of our students.

Wellbeing

In 2019, we explored how Austin School could support the learning and wellbeing of young people so they are resilient and have successful transitions back into education or vocation. Over the year, staff participated in various professional development and worked in professional learning communities to enhance their knowledge, skills and capabilities.

The Austin School Students' Attitude to School Survey data indicates high levels of satisfaction with an overall average response above 4. School connectedness was high in all programs. Scores on student safety and inappropriate behaviour were low in all programs.

The Austin School Parent opinion survey indicated parents are positive about their child's learning, about the teaching at this school and about our school.

In 2019 The Austin School facilitated 22 professional development workshop sessions. The sessions were presented as follows:

- On-Site at the Austin School – 4
- Whole school – 11. Primary: 9 and Secondary: 1 P-12: 1
- Regional Network – 3
- Network Smorgasbord – 2
- Austin Health – 2

Feedback from participants indicates an extremely positive response with a minimum of 96% of responses from feedback forms showing an 'Agree' or 'Strongly Agree' rating on the number response, accompanied by multiple examples of strategies learnt and useful information. In 2019 we continued to collect Feedback from responses collected 3-6 months post session attendance. This feedback shows that:

- 100% of those who responded found the workshops had a positive impact on student engagement/re-

engagement into their classroom program.

- 90% of respondents suggested that there had been positive changes to their own practice or whole school systems as a result of attending a PD session.
- 90% of respondents have implemented strategies that were discussed in the PD.
- 100% of respondents found that the PD session expanded their knowledge on mental health topics.
- 90% of respondents expressed that the PD session developed their confidence in working with specific students.
- 90% of respondents indicated that their classroom practice has benefited from being involved in the PD session.

Overall, the feedback results related to professional development to external agencies show extremely positive ratings and comments which further reflects the expertise and professionalism The Austin School staff continue to bring to the PD to External Agencies program.

Financial performance and position

By the end of 2019, Austin School was in a strong financial position. This was due to a number of minor works being postpone to 2020 which meant only only spend 40% of our expenditure budget.

Student funding is allocated termly based on individual programs. This is reviewed termly based on a one-month census of program participation. In 2019, even through our overall enrollment increased our confirmed budget decreased based on each terms census. The total reduction in our budget was \$89,914. This reduction did not impact our overall budget as census fluctuation is expected so the school had factored in a possible reduction of \$120,000. In addition, we were successful for a number of grants including, Inclusion equipment boost and Respectful Relationships. This ensured the school ended 2019 in an overall positive financial position.

Professional development to other agencies raised \$10,146 however expenditure related to conducting this professional development was \$1,354. Additional costs of this program is captured within our staffing profile, vehicle and administration sub-programs. Therefore this program is almost cost neutral. Other grants accessed in 2019 included Respectful Relationship grants, Inclusion boost which enabled the school to be reimbursed for facilities and equipment upgrades to support the safety and wellbeing of students. Finally, we used our equity funding (\$2,500) to support student learning through the purchase of sensory resources. In 2019, there were significant upgrades to the IT equipment across the school including, upgrading interactive whiteboards to interactive TVs, replacement of all outdated desktop and laptop computers with new laptops and purchasing on increased iPads to ensure a 1:1 ratio for all students in all programs. The school's aging vehicle fleet was replaced upgraded with a new school car and bus. Finally, the synthetic playground surface was upgraded to meet changes in Australian standards around playground soft fall. soft fall surface.

The school will use our surplus to address some significant minor works that need completing over the next four years. These funds will ensure school facilities; equipment and services are relevant and conducive to the students and programs offered at Austin School.

In 2020 we will include:

- upgrading facilities around the Art room. This will include ramp access, outdoor work space and shade sail.
- addressing facilities issues with the Administration building. This includes cupboards, staff room, and security window for office.
- demolish and rebuild the storage shed to meet regulations around information storage.
- create a sensory room
- updating of school brochures and signage.

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 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	
<p>Enrolment Profile</p> <p>A total of 0 students were enrolled at this school in 2019, 0 female and 0 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent 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>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>	No Data Available
<p>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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"> <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>ND</td> <td>16.2</td> <td>ND</td> <td>ND</td> <td>16.2</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	ND	16.2	ND	ND	16.2
Year	2016	2017	2018	2019	4-year average								
Average absence days	ND	16.2	ND	ND	16.2								
<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 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>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	ND	ND	ND	ND	ND
Year	2016	2017	2018	2019	4-year average								
% of students to further studies or employment	ND	ND	ND	ND	ND								

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

Revenue	Actual
Student Resource Package	\$2,024,811
Government Provided DET Grants	\$295,963
Government Grants Commonwealth	\$2,145
Government Grants State	\$2,522
Revenue Other	\$23,600
Locally Raised Funds	\$460,081
Total Operating Revenue	\$2,809,122

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$1,915,195
Communication Costs	\$3,581
Consumables	\$47,876
Miscellaneous Expense ³	\$5,698
Professional Development	\$12,309
Property and Equipment Services	\$120,290
Salaries & Allowances ⁴	\$104,887
Trading & Fundraising	\$200
Travel & Subsistence	\$15,648
Utilities	\$6,285
Total Operating Expenditure	\$2,231,969

Net Operating Surplus/-Deficit	\$577,153
Asset Acquisitions	\$115,582

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,401,731
Official Account	\$58,532
Other Accounts	\$340
Total Funds Available	\$1,460,603

Financial Commitments	
Operating Reserve	\$46,713
Other Recurrent Expenditure	\$2,513
Asset/Equipment Replacement < 12 months	\$180,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$380,000
Total Financial Commitments	\$909,226

- (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.