

2020 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 2020 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 15 March 2021 at 02:33 PM by Matthew Di Domenica (Principal)

The 2020 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 16 March 2021 at 04:34 PM by Lorna Luke (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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').

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 The 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 Austin CYMHS 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 Austin 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 Austin CYMHS 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 skills to re-engage them with their schools and communities.

All teachers meet the registration requirements of the VIT. The school has a time fraction of 14.6 staff; this includes 2 Principal class, 15 teachers and 2 Education support staff. Of the 16 teachers, seven are full-time with five at point 0.8, one at 0.6 and two at .2.

In 2020, program enrolments reached four hundred and fifty eight students of which three hundred and eighty three attend programs at The Austin School. Seventy five students received outreach, nine of which were Outreach Liaison. In this year, the school focused on Student data and refining assessment tools to accurately capture student learning. Teachers also on reviewing whole school data and reflected on our school goals in preparation for our School Review in Term 4. The Covid-19 pandemic also had a significant impact on the functioning of our school in 2020. Outpatient

programs and the Ward program ran remotely during Terms 2 and 3, while other Inpatient programs ran on-site all year, however with modified timetables during Terms 2 and 3.

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.
- Empowering students by enhancing opportunities for student voice and agency.
- Program monitoring and updating of content, learning goals and strategies to reflect Victorian Curriculum and student cohort.

In 2020, programs worked on developing assessment tools to capture student learning. In particular, this included modifying tools to suit the online remote and flexible learning models. Teachers adapted these tools to ensure they were able to capture relevant and informative data that was then used to influence the students' learning program. Teachers were also able to review their programs and update their content, learning goals and strategies to further reflect the Victorian Curriculum.

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.

In 2020, our PLC focus continued to support teachers to reflect on student data and support their work in altering or modifying their programs to meet student needs. This was particularly important for programs running remotely and responding to the emerging learning mneeds of the students with the online space. This year, peer observation included supporting staff to upskill in their IT and content delivery in the online forum.

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.
- Support students agency and advocacy in maintaining connection with and transition to school/ education or work.

In 2020, program teams were able to use specific cohort and individual data to support the transitions of student back to face to face learning. This enabled the use of student voice and agency in aspect of the student's learning and implications for future supports in the shifts from moving from face to face and remote and flexible learning.

To support the implementation of these KIS, professional learning teams and peer observation were utilised to ensure teachers were appropriately supported to focus on student voice, agency and achievement in both the face to face and remote and flexible learning spaces.

Student achievement rubrics and other assessment tools have been modified and implemented across programs to suit the online nature of remote and flexible learning.

Achievement

In 2020, teachers provided opportunities for students to develop the skills they need to be able to self advocate. This included using student voice in learning programs and responding to student needs while they were learning remotely. Teachers worked with students to gain greater insights and voice into their needs and supports when returning to face

to face learning at their schools. This enabled a collaborative approach to returning to onsite learning between students, families and schools, ensuring successful transitions occurred. The focus for 2021 will be to continue to develop the skills of students to self advocate while they return to face to face learning and the challenges they may face as a result of this.

In 2020, teachers refined their assessment tools to capture student growth in the classroom and also online during remote learning. Teachers used data from these tools with their Professional Learning Teams (PLT) to reflect and inform program adjustments, individual student support and teaching and continued learning focus. The focus for 2021 will be to further build staff capacity to collect, analyse, monitor and respond to student engagement data.

Given the transient nature of student enrollments, 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 2020 indicates we fell below our target of 95%, with 84% of students meeting their Personal and Social Capability goals. This was an expected decline in goal attainment when considering the impacts of the Covid-19 pandemic on our cohort. In addition, of those students who had an English goal, 92% achieved this goal. Attendance data for Outpatient Programs in 2020 was 75%. 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 2021, teachers will continue to support students to set relevant and challenging goals. Our expectation is that students' ILP goal achievement will increase to 95%. In the area of student attendance teachers will continue to support clinicians and families to encourage students to attend programs. The focus in 2021 will be on supporting students to increase their attendance over their enrollment at The Austin School.

Engagement

In 2020, The Austin School had a 94% success rate for students reengaged in education, vocational or work post enrollment.

Student attendance rates for 2020 was 90% for the whole school, this is equal to the previous year. Student attendance rates across the outpatient programs was 75%. This reflects a 1% decrease in outpatient attendance in 2020 from 2019.

Return to Education and Vocation.....	68% a 2% decrease (2016 83%)
Social Education Program.....	80% a 2% decrease (2016 69%)
Linking Education to Personal Development.....	78% a 1% increase (2016 89%)
Social Skills.....	83% a 4% decrease (2016 81%)

Inpatient Programs had attendance rates of 100% AIP (2016 100%), 87% CIP (2016 99%) and 100% Wards (2016 100%).

Completion rates for all programs was 97% which is equal 2019. Rates include:

Child Inpatient Program.....	97% a 3% increase (2016 100%)
Adolescent Inpatient Program.....	100%, equal to 2019 (2016 100%)
Wards.....	100%, equal to 2019 (2016 100%)
Return to Education and Vocation	83% a 1% decrease (2016 88%)
Social Education.....	92% an 8% decrease (2016 95%)
Social Skills.....	100%, equal to 2019 (2016 75%)
LEAP.....	90% a 1% increase (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 2020 a number of transition initiatives were implemented to support students to transition into our outpatient programs and back into their home school. This was particularly challenging in Terms 2, 3 and 4 with changes to on-site and remote learning. Term 4 was particularly challenging for some students after the extended periods of lockdown and remote learning. In 2021, 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 2020, we explored how The 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. Student Morale and 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 2020 The Austin School facilitated 7 professional development workshop sessions. The significant reduction in the amount of sessions was directly related to the restrictions in schools and the shift to online learning. After an adjustment period, The Austin School offered workshops online for schools. The sessions were presented as follows:

- Whole school – 6. Primary: 4 and Secondary: 2
- Regional Network – 1

In 2020, Network Smorgasbords and Austin PDs were cancelled.

Feedback from participants indicates an extremely positive response with a minimum of 95% 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. This feedback shows that:

- 96% of those who responded found the information interesting.
- 95% of respondents found the information presented was helpful.
- 91% of respondents found that the information was relevant to their teaching.

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.

In 2020 we were unable to collect feedback from participants 3-6 months post session attendance due to the complex and changing needs of schools within the 2020 environment.

Financial performance and position

By the end of 2020, The Austin School was in a strong financial position. This was due to a number of minor works being postponed to the summer of 2020/2021 and the limited school programs expenditure due to remote learning and Covid-19 restrictions which meant the school only spent 38% of our expenditure budget. Student funding is allocated termly and confirmed based on a one-month census each term. In 2020 our confirmed budget increased each term, an overall increase of \$42,836. Due to the fluctuating nature of our students, the school also factors in an additional possible budget fluctuation of \$120,000. This ensured the school ended 2020 in an overall positive financial position.

Professional development to other agencies raised \$1,200, however due to Covid-19 restrictions extra travel expenditure was limited, along with other additional costs of this program being captured within our staffing profile, vehicle and administration sub-programs. We used our equity funding (\$2,500) to support student learning through the purchase of sensory resources. In 2020, we planned our minor building works program and have worked throughout the year to ensure it was ready to commence once restrictions had eased. These works commenced in December 2020 once the school year was completed and will be finished in 2021.

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 The Austin School.

In 2021 this will include:

- Upgrading our IT storage facilities and equipment.
- Completing works to improve the administration building, shed and art room deck and access ramp.
- Updating classrooms and relocation of a basketball ring to increase student safety.
- Updating the grounds and landscaping of areas impacted from recent minor building works.

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



Performance Summary

The Performance Summary for government schools 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 Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 0 students were enrolled at this school in 2020, 0 female and 0 male.

NDA percent of students had English as an additional language and NDA 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.

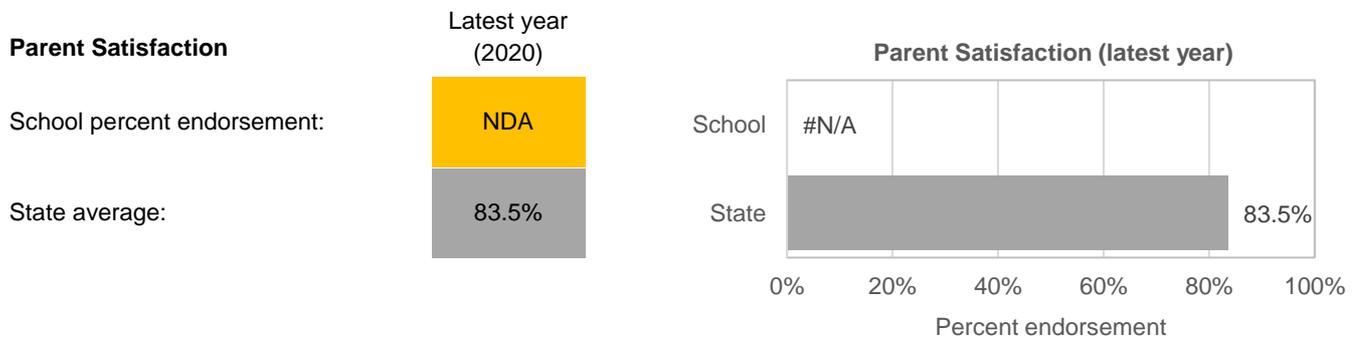
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

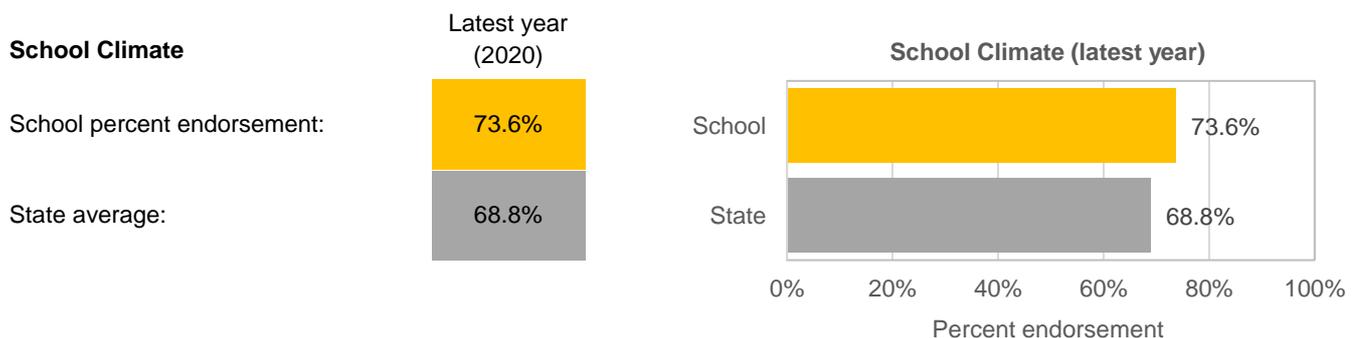


School Staff Survey

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.



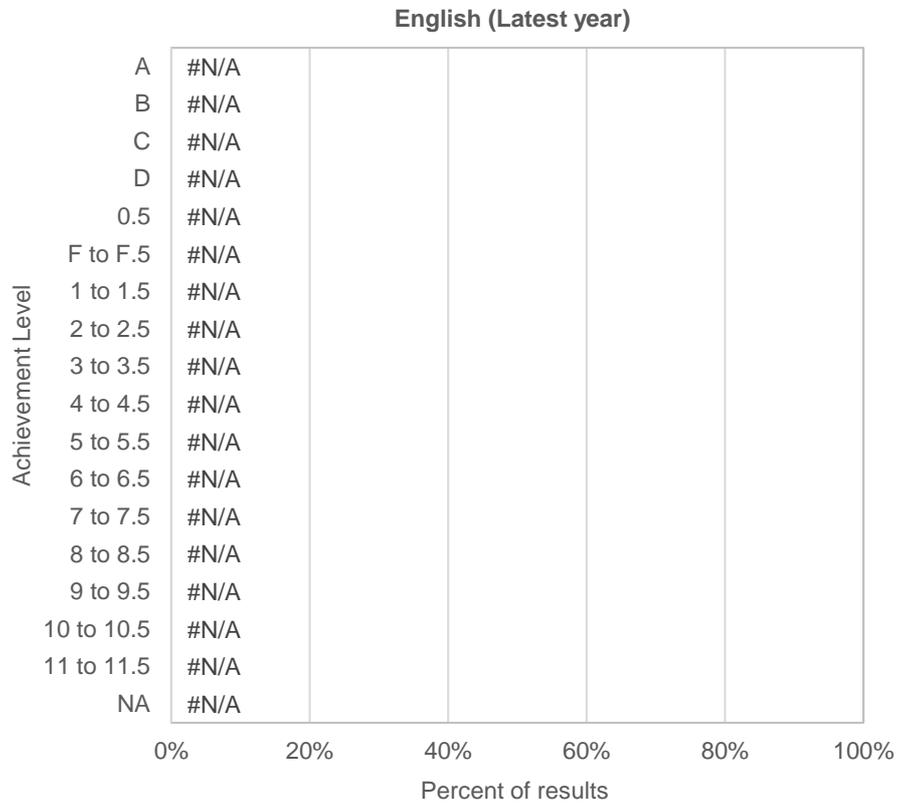
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

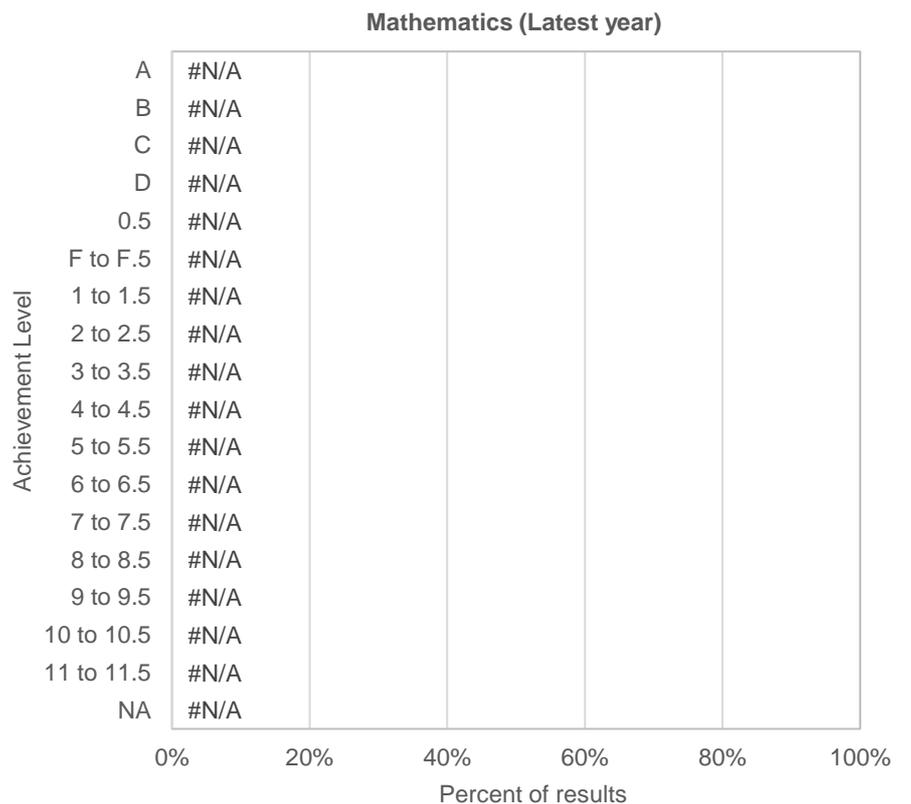
English

Achievement Level	Latest year (2020)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2020)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	NDA	NDA	NDA	NDA	NDA

Students exiting to further studies or full-time employment

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

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

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,350,000
Government Provided DET Grants	\$273,586
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$8,822
Locally Raised Funds	\$1,265
Capital Grants	NDA
Total Operating Revenue	\$2,633,673

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,909,843
Adjustments	NDA
Books & Publications	\$97
Camps/Excursions/Activities	\$40
Communication Costs	\$8,044
Consumables	\$32,235
Miscellaneous Expense ³	\$9,183
Professional Development	\$7,054
Equipment/Maintenance/Hire	\$20,674
Property Services	\$100,243
Salaries & Allowances ⁴	\$94,858
Support Services	\$5,741
Trading & Fundraising	\$671
Motor Vehicle Expenses	\$2,736
Travel & Subsistence	\$22,153
Utilities	\$6,285
Total Operating Expenditure	\$2,219,857
Net Operating Surplus/-Deficit	\$413,816
Asset Acquisitions	\$6,273

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,377,804
Official Account	\$51,877
Other Accounts	NDA
Total Funds Available	\$1,429,682

Financial Commitments	Actual
Operating Reserve	\$37,076
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$175,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$220,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$932,076

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.