

2021 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 2021 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 21 March 2022 at 05:21 PM by Matthew Di Domenica (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2022 at 05:15 PM by Lorna Luke (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

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.

'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 disabilities 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 is "Educating the Whole Student". Our mission is 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 Austin School is located within the grounds of the 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 and Training; 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 Education 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 students with their schools and communities.

All teachers meet the registration requirements of the VIT. The school has a time fraction of 14.8 staff; this includes 2 Principal class, 15 teachers and 3 Education support staff. Of the 15 teachers, eight are full-time with five at point 0.8, one at 0.6 and one at .2.

In 2021, program enrolments reached four hundred and sixty seven students of which four hundred attended programs at The Austin School. Sixty seven students received outreach support, fifteen of which were Outreach Liaison.

The Covid-19 pandemic also had a significant impact on the functioning of our school in 2021. Outpatient programs and the Ward program ran remotely during Terms 3 and 4, while other Inpatient programs ran on-site all year.

Framework for Improving Student Outcomes (FISO)

In 2021, The Austin School commenced working on its new School Strategic Plan. The new school goals are:
To improve student engagement in learning.
To improve student wellbeing.

In 2021 DET required schools to undertake priority goals. These priority goals focused on learning, engagement and wellbeing as students returned to the classrooms from 2020.

DET Priority Goal 1: Learning, catch-up and extension priority.

Key Improvement Strategy: Embed Coaching and Mentoring structure to strengthen the use of HITS and teaching practice.

FISO Dimension: Building practice excellence.

In 2021, the school worked on developing a new coaching and mentoring structure and process to support staff in their development of the HITS and enhancing teacher practice. Mentors worked individually with staff on their chosen area of focus and undertook a peer observation and reflection process to assist teachers in collecting data on their teaching and use this data to influence changes in their practice. At the end of 2021, teachers reported significant gains in their understanding and use of HITS and confidence in the new process.

DET Priority Goal 2: Happy, active and healthy kids priority.

Key Improvement Strategy: Build staff capacity to collect, analyse, monitor and respond to student engagement data.

FISO Dimension: Evaluating impact on learning.

In 2021, the school worked on engagement data and teachers' capacity to analyse and respond to the data. Teachers were able to track growth, while also being flexible in their data collection methods within the context of Covid-19 restrictions. Data tools were implemented, while some programs developed, trialled and implemented new assessment methods. Teachers engaged in ongoing collation of data sets to see the impact of programs on student engagement and learning and teaching teams reviewed and updated their programs taking into consideration the data collected.

DET Priority Goal 3: Connected schools priority.

Key Improvement Strategy: Build staff capacity to engage and support positive parent/school relationships.

FISO Dimension: Parents and carers as partners.

In 2021, teachers and program teams worked to enhance the connection our families have with our school. Teachers participated in relevant professional development focusing on family engagement and emotion coaching and used this knowledge to work in sub school groups using reflective practice to critically reflect on their experience and plan ways for further engagement and support. Teachers reflected that this focus enabled them to be increasingly accessible to parents for in the moment support, problem solving and planning.

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 achievement and their own teacher practice in both the face to face and remote and flexible learning spaces.

Achievement

In 2021, teachers refined their assessment tools to capture the learning of students in both the face to face and online learning environments. Teachers also trialled new data tools and evaluated their uses in being able to track student growth. Professional Learning Communities (PLCs) were utilised to support the ongoing collation of data sets to see the impact of programs on student engagement and learning. Having this continual cycle of data collection enabled program teams to review their programs in order to ensure they constantly meet the needs of our students. The focus for 2022 will be to develop our surveys to schools to collect timely feedback from school based staff on the impact of our programs once students return to school and a review of our Individual Education Plans (IEPs) to further enhance the process of developing our learning goals.

Given the transient nature of student enrolments, 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

2021 indicates we are on track to meet our SSP target of 95% of students achieving their IEP goals. In 2021, 90% of students achieved all of their IEP goals in English, Personal and Social Capabilities. Attendance data for Outpatient Programs in 2021 was 68%. This is lower than previous years, however due to the nature of restrictions placed on us throughout the Covid-19 pandemic, students struggled to continue to find their motivation as the year progressed. This was also compounded with the expected variance of attendance we usually experience from students due to their general health, wellbeing and mental state.

In 2022, teachers will continue to support students to set relevant and challenging goals. Our expectation is that student IEP goal achievement will increase to 92%. In the area of student attendance teachers will continue to support clinicians and families to encourage students to attend programs. The focus in 2022 will be on supporting students to increase their attendance over their enrolment at The Austin School.

Engagement

In 2021, The Austin School had a 95% success rate for students reengaging in education, vocational or work post enrolment.

Student attendance rates for 2021 was 87% for the whole school, this is 3% lower than previous year. Student attendance rates across the outpatient programs was 68%. This reflects a 7% decrease in outpatient attendance in 2021 from 2020.

Return to Education and Vocation.....	72% a 4% increase (2020 68%)
Social Education Program.....	73% a 7% decrease (2020 80%)
Linking Education to Personal Development.....	53% a 25% decrease (2020 78%)
Social Skills.....	79% a 4% decrease (2020 83%)

Inpatient Programs had attendance rates of 100% AIP (2020 100%), 97% CIP (2020 87%) and 100% Wards (2020 100%).

Completion rates for all programs was 96% which is 1% lower than 2020. Rates include:

Child Inpatient Program.....	96% a 1% decrease (2020 97%)
Adolescent Inpatient Program.....	100%, equal to 2020 (2020 100%)
Wards.....	100%, equal to 2020 (2020 100%)
Return to Education and Vocation	87% a 4% increase (2020 83%)
Social Education Program.....	95% an 3% increase (2020 92%)
Social Skills.....	100%, equal to 2020 (2020 100%)
LEAP.....	72% a 18% decrease (2020 90%)

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 2021 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 2022, 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 2021, we explored how The Austin School could enhance the parent and school relationship by enhancing opportunities for families to engage with our service. Teachers worked to support families in expressing their needs to schools and ensuring the child was constantly the focus of all decisions. Given the nature of 2021, teachers also prioritised how they could support the learning and wellbeing of our young people so they are resilient and have successful transitions back into education or vocation. Over the year, staff participated in various professional development activities 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 2021 The Austin School facilitated one formal professional development session. Most schools opted to cancel their in school sessions and other workshops planned in conjunction with the AEU were also cancelled due to lockdown restrictions. The one session that was presented received very positive feedback from all staff who attended. Throughout 2021 The Austin School participated in a number of secondary consult sessions with our school networks in conjunction with DET and CYMHS. This was an opportunity for our staff to enhance the knowledge and strategies of our teaching partners in mainstream schools to support the wellbeing of all students.

Finance performance and position

By the end of 2021, The Austin School was in a strong financial position, finishing the year with a surplus. The Austin School completed planned minor works which were postponed from 2020 which included upgrades to the staffroom, art room and storage families. The school also recorded lower than usual spending, with limited school programs expenditure due to remote learning and Covid-19 restrictions. Student funding is allocated termly and confirmed based on a one-month census each term. In 2021 our confirmed budget decreased each term, an overall decrease of \$151,108. Due to the fluctuating nature of our students, the school also factors in an additional possible budget fluctuation of \$120,000. The remaining decrease was offset by the reduced spending in other areas of the school and this ensured the school ended 2021 in an overall positive financial position.

Our equity funding (\$5,000) was used to support student learning through the purchase of sensory resources within programs.

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 2022 this will include:

- Upgrading our IT storage facilities and equipment.
- Updated classrooms to ensure there are spaces for students to take breaks when elevated in mood.
- Updating the grounds and landscaping of areas impacted from minor building works.
- Developing a new outdoor learning space and garden area.

For more detailed information regarding our school please visit our website at
<https://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 2021, 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).

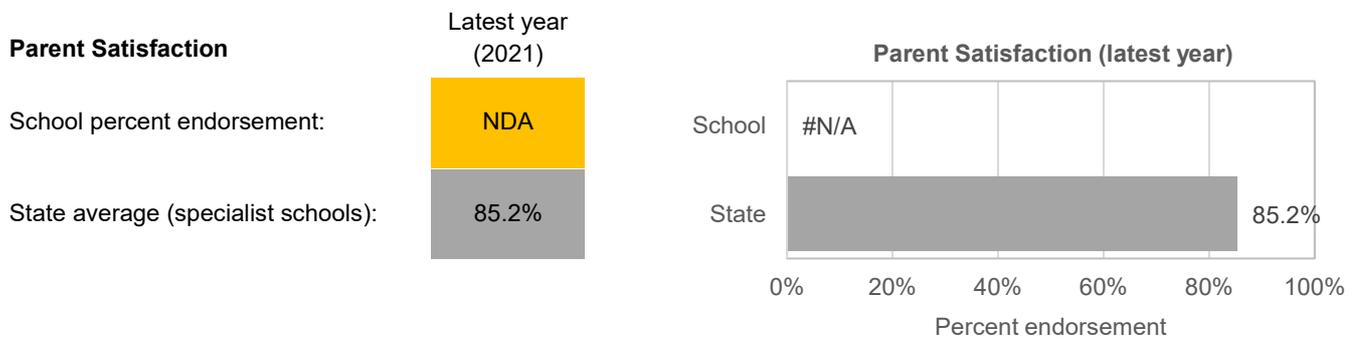
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

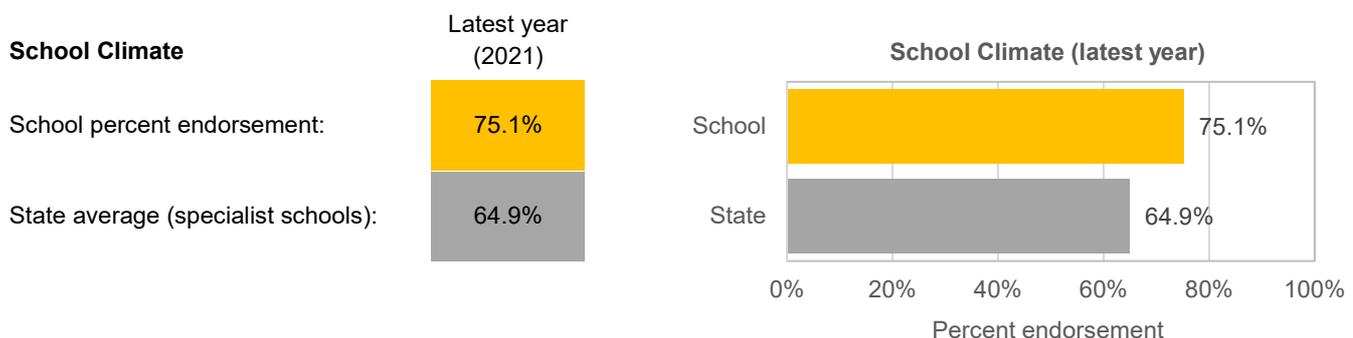


School Staff Survey

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.



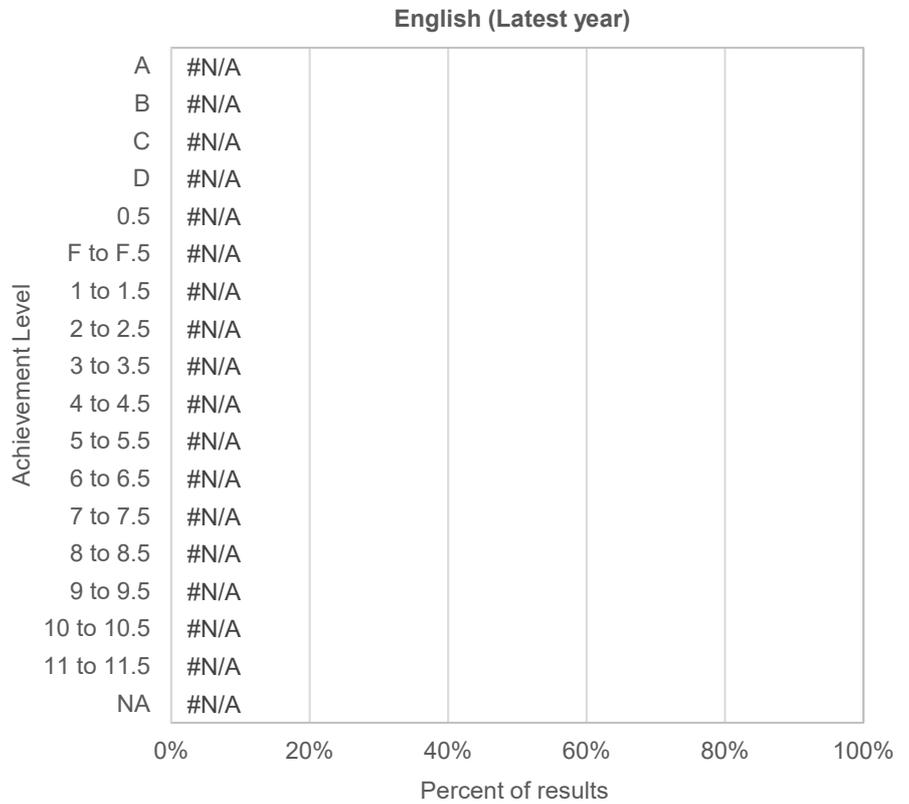
ACHIEVEMENT

Teacher Judgement of student achievement

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

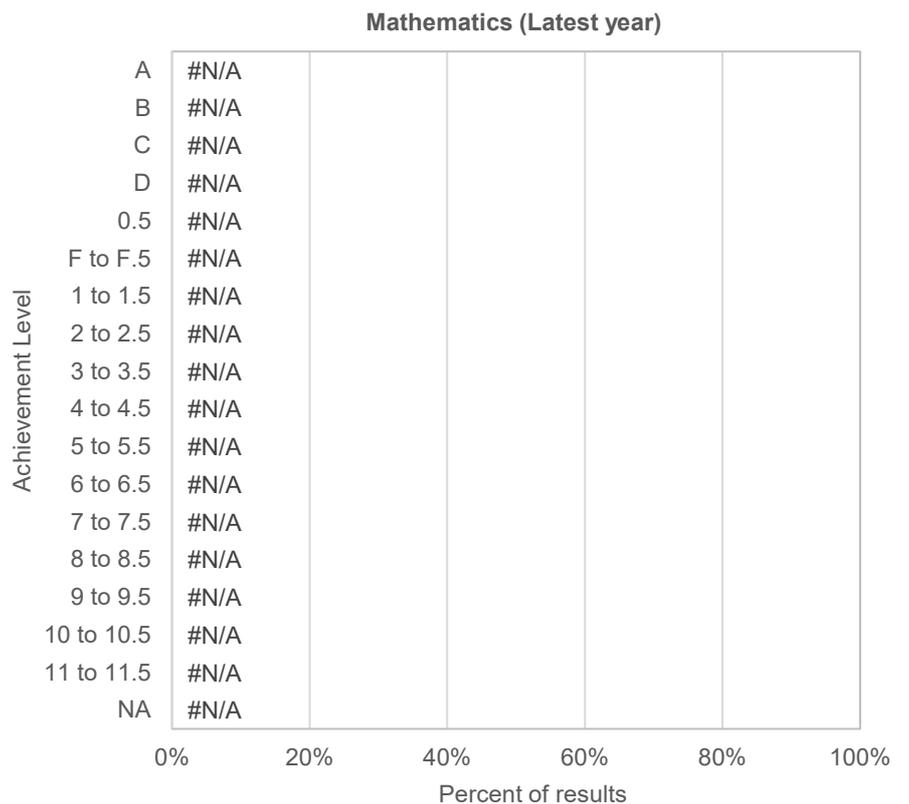
English

Achievement Level	Latest year (2021)
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 (2021)
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	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	2018	2019	2020	2021	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, 2021

Revenue	Actual
Student Resource Package	\$2,727,734
Government Provided DET Grants	\$262,472
Government Grants Commonwealth	\$630
Government Grants State	\$2,506
Revenue Other	\$3,378
Locally Raised Funds	\$1,287
Capital Grants	\$0
Total Operating Revenue	\$2,998,006

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,979,824
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$0
Communication Costs	\$6,216
Consumables	\$29,515
Miscellaneous Expense ³	\$5,377
Professional Development	\$9,279
Equipment/Maintenance/Hire	\$13,130
Property Services	\$54,249
Salaries & Allowances ⁴	\$84,694
Support Services	\$3,752
Trading & Fundraising	\$1,062
Motor Vehicle Expenses	\$2,731
Travel & Subsistence	\$23,284
Utilities	\$6,285
Total Operating Expenditure	\$2,219,399
Net Operating Surplus/-Deficit	\$778,607
Asset Acquisitions	\$291,166

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,040,455
Official Account	\$129,778
Other Accounts	\$0
Total Funds Available	\$1,170,233

Financial Commitments	Actual
Operating Reserve	\$33,371
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$175,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$858,371

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.