

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2024 at 01:01 PM by Lucia Garzarella (Principal)

- This 2023 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 26 April 2024 at 01:47 PM by Lorna Luke (School Council President)

# How to read the Annual Report

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## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## 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

### Learning

- 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).

Key terms used in the Performance Summary are defined below:

### NDP and NDA

'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').

## Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

The Austin School is a F-12 school that provides specialised educational programs for children and young people who are patients of Austin Health and Austin Infant Child and Youth Mental Health Services (ICYMHS). 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; 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 ICYMHS and teaching staff work collaboratively with ICYMHS 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 Program: 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 ICYMHS 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 ICYMHS 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 English, 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 14.5 staff; this includes 2 Principal class, 14 teachers and 3 Education support staff. Of the 14 teachers, seven are full-time with seven are part-time.

In 2023, program enrolments reached 411 students of which 319 attended programs at The Austin School. 92 students received outreach support, 13 of which were Outreach Liaison. The school had an increase in numbers in 2023.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, teachers continued to utilise Professional Learning Communities (PLC) to enhance their capacity to use cohort data to respond to trends and refine their programs. By engaging with our regional PLC coach and prioritising time within our school meeting schedule, programs teams were able to critically reflect on their assessment tools to see if they met the needs of the program. This was undertaken by reflecting on cohorts who moved through the school and the effectiveness of the data gathered from these tools. In moving through this process, teachers were able to introduce new tools and gain further insights into current tools. The greatest achievement of staff was their deeper understanding of how implement and interpret data in order to implement

new initiatives within their programs to enhance the learning experience of all students. In 2023, the school also focussed on how we work as an organisation and continued the work on developing and documenting our school's pedagogical model. Teachers were given the opportunity to articulate the work of the school within each of the identified components and feedback opportunities were sought to share understandings and wonderings of how we meet the needs of our teachers, students and community through each of the core components of the model. Next steps will see community engagement being sought to further develop and confirm the model. 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 2023 indicates we are on track to meet our SSP target of 95% of students achieving their IEP goals. In 2023, 95% of students achieved all of their IEP goals in English, Personal and Social Capabilities. Attendance data for Outpatient Programs in 2023 was 66% which is a decrease from the previous year which was 72%. Teachers have worked hard to further engage the young people who attend our school due to the continued effects of the Covid-19 pandemic as students continue to struggle with motivation and returning to education with a continued absence and/or disengagement from education over a prolonged period of time.

## Wellbeing

In 2023 we focussed on teacher capacity to utilise and teach a skills-based approach to social and emotional learning through the establishment of a bank of SEL skills. A key focus was teachers reviewing rubrics and other data collection methods to reflect a skills-based approach. Teachers undertook multiple professional development sessions, engaging with the CASEL model and Vic Curriculum Peer observation documentation. In response, all programs have documented the range of SEL skills taught on an ongoing basis for in-patient programs or a term basis for outpatient programs. These were documented on a common school wide template. Ongoing review of these templates will occur to meet the changing needs of student cohorts.

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.

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 2023 The Austin School continued to participate in a number of secondary consult sessions with our school networks in conjunction with DET and ICYMHS. 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.

## Engagement

In 2023, The Austin School had a 93% success rate for students reengaging in education, vocational or work post enrolment. Student attendance rates for 2023 was 83% for the whole school, a small decrease from the previous year. Student attendance rates across the outpatient programs was 66%. Return to Education and Vocation..... 56% a 40% decrease (2022 84%)

Social Education Program.....72% a 5% decrease (2022 76%)

Linking Education to Personal Development.....84% a 21% increase (2022 68%)

Social Skills..... N/A (2022 88%)

Inpatient Programs had attendance rates of 100% AIP (2022 100%), 100% CIP (2022 100%) and 100% Wards (2022 100%).

Completion rates for all programs was 93%. Rates include:

Child Inpatient Program.....100% equal to 2022 (2022 100%)

Adolescent Inpatient Program.....100%, equal to 2022 (2022 100%)

Wards..... 100%, equal to 2021 (2021 100%)

Return to Education and Vocation .....56% a 36% decrease (2022 92%)

Social Education Program.....72% a 38% decrease (2022 100%)

Social Skills.....0%, N/A in 2023 (2022 100%)

LEAP.....84% equal to 2022 (2022 84%)

Student attendance and completion rates continue to be a challenge in some programs; however, they reflect the complexity of the student cohort targeted by The Austin School programs. In 2023 The Austin School was back to running face to face programs for all students and return to running school excursions and hands on programs such as cooking. Being able to again offer the full complement of programs is crucial in reengaging our student cohort with education.

## Financial performance

By the end of 2023, The Austin School was in a strong financial position, finishing the year with a surplus. Student funding is allocated termly and confirmed based on a one-month census period each term. In 2023 our confirmed budget increased in three of the four terms post our census period, an overall increase of \$84,509.

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 2024 this will include:

- Upgrading our IT equipment.
- Updated classrooms to ensure the spaces meet the needs of students.

**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 2.0 (FISO 2.0).

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 2023, 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).

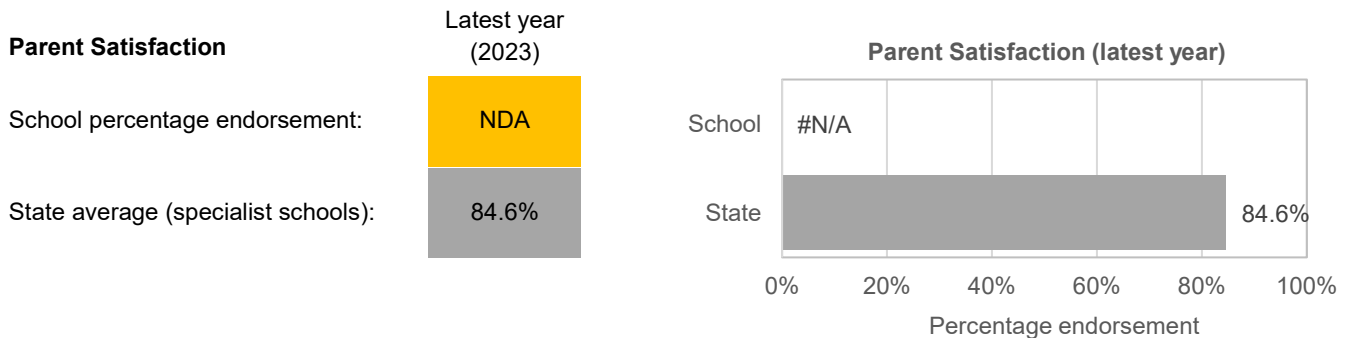
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

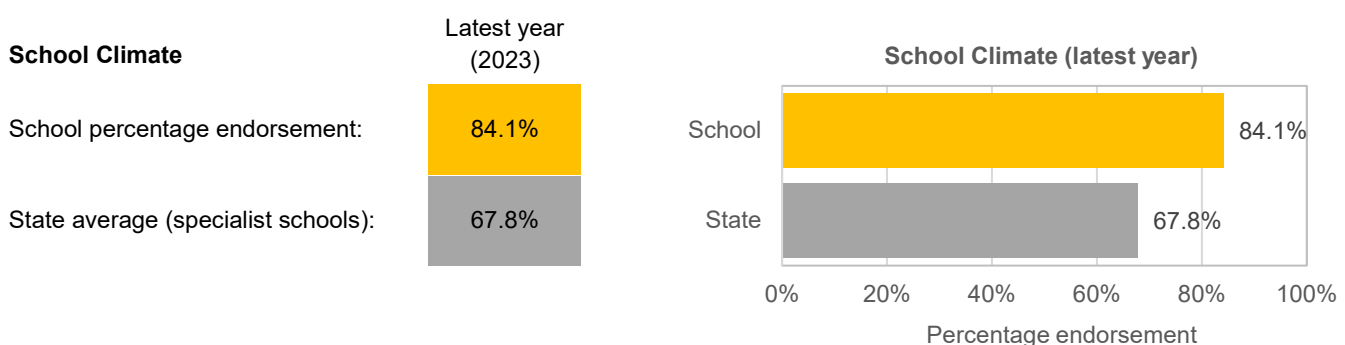


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



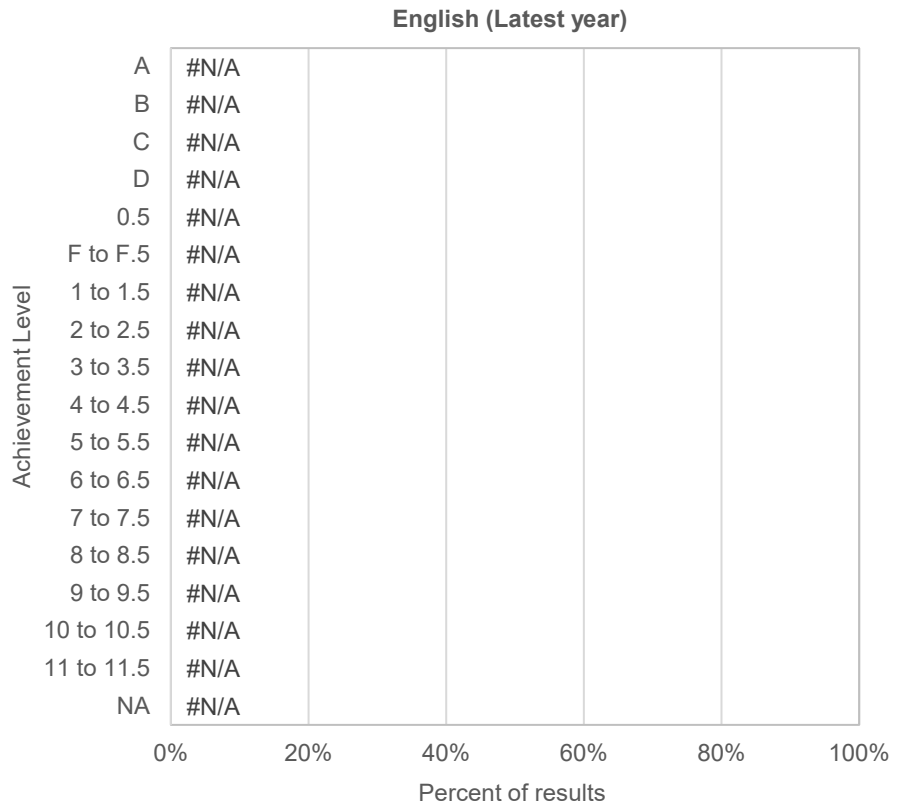
## LEARNING

### Teacher Judgement of student achievement

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

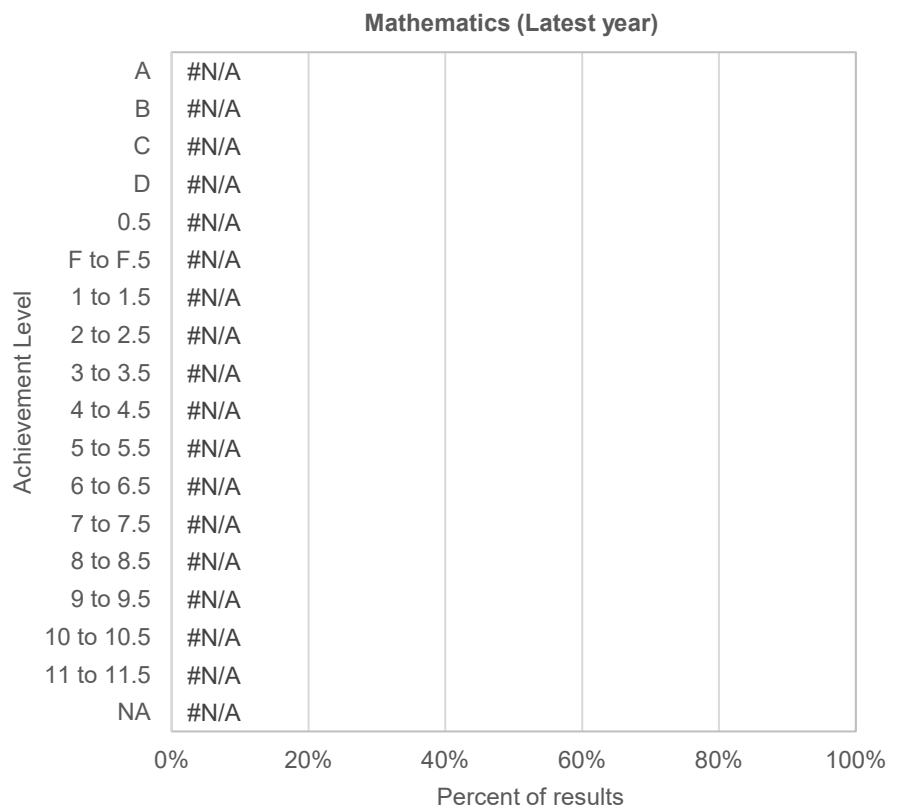
#### English

Achievement Level	Latest year (2023)
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 (2023)
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.

Student Absence	2020	2021	2022	2023	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	2019	2020	2021	2022	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, 2023

Revenue	Actual
Student Resource Package	\$3,773,622
Government Provided DET Grants	\$308,539
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$47,537
Locally Raised Funds	\$0
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,129,699</b>

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

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,181,764
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$2,074
Communication Costs	\$13,490
Consumables	\$27,100
Miscellaneous Expense <sup>3</sup>	\$10,806
Professional Development	\$15,435
Equipment/Maintenance/Hire	\$35,241
Property Services	\$42,071
Salaries & Allowances <sup>4</sup>	\$92,443
Support Services	\$1,014
Trading & Fundraising	\$73
Motor Vehicle Expenses	\$3,952
Travel & Subsistence	\$17,578
Utilities	\$6,773
<b>Total Operating Expenditure</b>	<b>\$2,449,814</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,679,884</b>
<b>Asset Acquisitions</b>	<b>\$112,863</b>

- (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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,069,327
Official Account	\$45,919
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,115,246</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$38,352
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$138,352</b>

*All funds received from the Department of Education, 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.*