Western Autistic School

**School Profile**

- **Average level of parent satisfaction** with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

| 1 | Data not available | 7 |

- **Average level of staff satisfaction** with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

| 1 | 2 | 3 | 4 | 5 |

- **Overall socio-economic profile**

| low | low-mid | mid | mid-high | high |

Based on the school's Student Family Occupation index which takes into account parents' occupations.

- 291 students (52 female, 239 male) were enrolled at this school in 2012.

For more information regarding this school, please visit [www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)
Western Autistic School

Western Autistic School (WAS) is an internationally recognised Centre of Excellence in the Education and Understanding of students with an Autism Spectrum Disorder (ASD). WAS is a complex school organisation which offers a range of educational programs, and outreach services. WAS operates a short term intensive program for 268 early years primary students across multiple sites, as well as offering limited places in specialist programs for upper primary and secondary students. This school has 162.58 EFT staff: 5.8 Principal class, 81 teachers and 75.78 support staff. WAS also coordinates a federally funded playgroup for young children with an ASD and their families at the Laverton campus.

Expertise developed by our school enables us to deliver an extensive outreach program offering consultation, support and professional development to all school sectors, community groups and parents. The school’s Autism Teaching Institute (ATI) is a Registered Training Organisation that delivers accredited vocational ASD specific teacher training courses at post graduate level. WAS with the ATI, established the Practical Autism Research Centre (PRAC) which established partnerships with several universities to facilitate much needed research related to teaching and learning in this specialist field.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student in the school has an Individual Learning Plan (ILP) that is developed with input from families at Student Support Group (SSG) meetings. ILPs include a range of learning objectives which teachers address directly in their planning of classroom programs. Priority areas include: communication, interpersonal development, personal learning, literacy and numeracy. Students with ASD have a unique learning style that must be understood and addressed through specialist teaching strategies. WAS provides a broad range of professional development activities for staff to develop their skills in understanding and planning for the learning needs of students. Speech pathologists and occupational therapists consult with teachers in relation to individual programs and strategies. Teachers use this and a range of other assessment and feedback to inform their teaching.</td>
<td>Teachers identify and include objectives related to social skills and understanding in each student’s Individual Learning Plan. Teacher’s professional learning is linked to developing social understanding and skills, and understanding behaviour and positive management strategies that guide and engage students. On average each student was absent for 19.9 days which is a decrease of 1.5 days per student in comparison to 2011 results. We recognise there is still a challenge in ensuring students are maximising their attendance at school. Mainly the school’s high absence rate is the result of extremely low attendance by a small number of students throughout the year. The social welfare team continued to support families with information sessions, day and evening courses, advocacy, counselling and community support.</td>
<td>Transitions relate to students who are starting school, as well as moving on to other educational settings and post school options. Students new to the school attend orientation sessions that allow staff to observe and gather information from family members in relation to their child’s strengths and needs. For students moving on to mainstream and specialist schools, WAS provides a range of transition support including: attendance at meetings, school visits with the student or supported visits to orientation programs organised by destination schools. Destination schools work with WAS to support transition processes that allow students to integrate into their new setting. The Outreach Program provides ongoing support to ex-WAS students as well as students with an ASD within DEECD and independent schools. Phone and onsite consultations, guided tours of WAS, as well as a range of training for other settings are offered in order to meet the needs of other schools and agencies supporting learners with an ASD.</td>
</tr>
</tbody>
</table>

For more detailed information regarding our school please visit our website at western.autistic.sch@edumail.vic.gov.au

or view our 2012 Annual Report online at http://www.vrqg.vic.gov.au/SReg
Financial Performance and Position

### Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Grants</td>
<td>$1,037,805</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
<td>$6,593</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$105,271</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$79,309</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,228,278</strong></td>
</tr>
</tbody>
</table>

### Expenditure

- **Salaries and Allowances**: $418,553
- **Bank Charges**: $492
- **Consumables**: $86,612
- **Books and Publications**: $3,089
- **Communication Costs**: $33,689
- **Furniture and Equipment**: $85,748
- **Utilities**: $111,525
- **Property Services**: $252,692
- **Travel and Subsistence**: $14,068
- **Motor Vehicle Expenses**: $44,046
- **Administration**: $5,533
- **Health and Personal Development**: $2,302
- **Professional Development**: $61,455
- **Entertainment and Hospitality**: $5,583
- **Trading and Fundraising**: $15,526
- **Support / Service**: $14,686
- **Miscellaneous**: $53,038

**Total Operating Expenditure**: $1,208,637

- **Net Operating Surplus/Deficit**: $20,641
- **Capital Expenditure**: $488

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

### Financial Position as at 31st December, 2012

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$201,000</td>
</tr>
<tr>
<td>Official Account</td>
<td>$14,688</td>
</tr>
<tr>
<td>Other Bank Accounts (listed individually)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Funds Available**: $215,688

### Financial Commitments 2012 Actual

- **School Operating Reserve**: $53,658
- **Assets or Equipment Replacement <12 months**: $63,900
- **Capital – Building/Grounds including SMS <12 months**: $
- **Maintenance – Building/Grounds including SMS <12 months**: $5,000
- **Beneficiary / Memorial Accounts**: $
- **Co-operative Bank Account**: $
- **Revenue Received in Advance**: $68,000
- **School based programs**: $27,100
- **Region / Network / Cluster Funds**: $
- **Provision Accounts**: $
- **Repayable to DEECD**: $
- **Other Recurrent Expenditure (Accounts Payable)**: $
- **Assets or Equipment Replacement >12 months**: $
- **Capital - Building / Grounds including SMS >12 months**: $
- **Maintenance - Building / Grounds including SMS >12 months**: $

**Total Financial Commitments**: $215,688

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**Financial performance and position commentary**

Western Autistic School (WAS) is a complex school organisation which is made up of three core programs: the School Program, the Autism Teaching Institute (ATI) and the Outreach program. Funding for all programs is received through the Student Resource Package (SRP).

The school has campuses in Laverton and Niddrie and a basement at Essendon Kellow College. The Laverton campus opened in 2010, and 2012 was the first year all classrooms were operational. As a result, extra furniture and materials needed to be purchased for the new classrooms.

The school’s highest form of expenditure in 2012 was salaries and allowances. This was due to the need replace staff on leave throughout the year; however costs were consistent with the projected staffing budget. Closing out 2012, the school had a net operating surplus of $20,641 which placed the school in an improved financial position to the previous year.

Locally raised funds totalled $79,309 and this encompassed donations and fundraising the school undertook throughout the year and was spent on items for the classrooms such as interactive whiteboards, iPads and other classroom resources.