

THE JOSEPH VARGA SCHOOL

ANNUAL REPORT 2016



FOR THE YEAR ENDED DECEMBER 31, 2016
ABN: 84 002 785 775

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About this Report

The Annual Report provides our school community with fair, reliable, and objective information about school performance measures and policies. This Report demonstrates accountability to the Federal and State Government regulatory bodies and the school community.

The report covers the following information relating to the school's operation:

- A message from key school bodies
- Contextual information about the school
- Student outcomes in standardised national literacy and numeracy testing
- The granting of Records of School Achievement
- Results of the Higher School Certificate
- Post school destinations
- A summary of professional learning undertaken by teachers during the year
- Workforce composition including details of all teaching staff (as defined by the Teacher Accreditation Act 2004)
- Characteristics of the student body, attendance rates for each Year level and the whole school
- A description of how the school manages student non-attendance.
- School Policies and Procedures
- Priority areas for school improvement
- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary financial information



Further information about the school or this Report may be obtained by contacting the school on 02 9398 5110 or visiting the school's website at www.josephvargaschool.nsw.edu.au

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A message from key school bodies



Chairman Report

2016 was a positive year for JVS as the school strengthened its position as Sydney's newest independent Autism Spectrum Disorder (ASD) specific school.

This year we welcomed the valuable addition of Illana Joseph as a new Director to our Board. Illanna has a vast leadership experience in the field of Early Learning and her expertise and insight has been appreciated at Board meetings.

The hard work and dedication of our staff has led to student improvements we are all proud of. In particular, I would like to highlight the successful transition of two long-standing JVS students back to mainstream settings. We are proud of our 'family feel' environment and the benefits our unique and highly supportive approach is providing to children who had previously been at risk with their schooling.

The school's financial position improved again in 2016 and this allows us to provide more benefits to our students and plan for the future.

I would like to thank our Directors and JVS staff who worked with dedication to provide a quality positive learning experience for our students and families.

Yours Sincerely

Raymond Collins
Chairperson

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Contextual information about the school

The Joseph Varga School (JVS) is a registered special education school, which caters specifically for children with a diagnosis of an Autism Spectrum Disorder (ASD).

JVS provides a welcoming, accepting, safe and supporting environment that has a *'family feel'*. Many children who have previously *'fallen through the gaps'* of mainstream schooling have excelled in the environment unique to our little school.

We are committed to understanding, as individuals, the children in our care and positively guiding each one of them to become self aware and self disciplined members of society. Our approach is to comprehensively understand the needs of each child and tailor a program that best caters for and supports the child's educational and emotional development.

With dedicated teachers, specialist support, ongoing assessment, state of the art technology and a positive approach to personal development, our school is well equipped to support our students.



Further information regarding the history and context of the school can be found at:
www.josephvargaschool.nsw.edu.au

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Student outcomes in standardised national literacy and numeracy testing

The school participates in the National Assessment Program Literacy and Numeracy (NAPLAN).

As the majority of our students have learning and emotional needs which result in significant delays in their learning and achievement, NAPLAN testing can be a challenging experience for our students and in some instances students are granted an exemption from participation.

The consequent results do however supply JVS with valuable information on which to base short/long term planning and programming to meet student needs.

School facts 2013		Student background 2013													
School sector	Non-government	Index of Community Socio-Educational Advantage (ICSEA)													
School type	Special	School ICSEA value	-												
Year range	U, K-10	Average ICSEA value	1000												
Total enrolments	36	Data source	-												
Location	Metropolitan	Distribution of students ²													
School staff 2013		<table border="1"> <thead> <tr> <th></th><th>Bottom quarter</th><th>Middle quarters</th><th>Top quarter</th></tr> </thead> <tbody> <tr> <td>School Distribution</td><td colspan="3">Data not reported</td></tr> <tr> <td>Australian Distribution</td><td>25%</td><td>25%</td><td>25%</td></tr> </tbody> </table>			Bottom quarter	Middle quarters	Top quarter	School Distribution	Data not reported			Australian Distribution	25%	25%	25%
	Bottom quarter	Middle quarters	Top quarter												
School Distribution	Data not reported														
Australian Distribution	25%	25%	25%												
Teaching staff	7	Percentages are rounded and may not add to 100													
Full-time equivalent teaching staff ³	7														
Non-teaching staff	1														
Full-time equivalent non-teaching staff ³	1														
School finances 2012 ¹		Students 2013													
Total net recurrent income	\$1,290,251	Total enrolments	36												
Per student net recurrent income	\$30,720	Girls	2												
Total capital expenditure	\$25,210	Boys	34												
Links		Full-time equivalent enrolments ³	36												
School website	The Joseph Varga School	Indigenous students	-												
Sector, system or association website	Association of Independent Schools of New South Wales	Language background other than English ³	8%												
		Student attendance rate	90%												
School satisfaction information															
All schools are required to report on parent, teacher and student satisfaction in their annual reports. In 2012, nationally consistent school opinion survey items were agreed by education ministers for parents and students (known as the National School Opinion Survey). A survey and data collection tool that can collect responses to the National School Opinion Survey was made available for all schools to use in August 2013. Schools can use the national parent and student survey items to report on school satisfaction in their annual reports. See the school annual report for information on parent, teacher and student satisfaction.															
For further information about the National School Opinion Survey, see School opinion information on the ACARA website.															

Details of 2016 results can be found at:

<https://www.myschool.edu.au/ResultsInNumbers/Index/107099/TheJosephVargaSchool/43750/2016>

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*The granting of Records of School Achievement (ROSA)
and results of the Higher School Certificate*

As a small ASD school student enrolment and participation in Year 10 secondary education fluctuates from year to year. In 2016 no students received a Record of School Achievement (ROSA).



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Post school destinations (secondary schools only)

Our students receive a solid education in a caring Special Education environment as they work towards reintegration with the mainstream.

We do not hold students back when they are mainstream ready. In 2016 we oversaw the successful transition of two long-standing JVS students back to mainstream settings.

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*A summary of professional learning undertaken
by teachers during the year*

The teaching staff participated in a variety of BOSTES endorsed professional learning to improve their standard of teaching competence, curriculum development and effectiveness with respect to catering for Students with Autism Spectrum Disorder (ASD).

Professional learning provided to staff in 2016 included:

- Whole staff participation in Tony Attwood/ Sue Larkey ASD conference
- Aspect Autism in Education Conference 2016
- 'Ideal Learning' professional development
- Ongoing Professional Development with school psychologist



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Workforce composition and Teaching Staff

Details of the workforce composition of full-time staff and the specific characteristics of all teaching staff (as defined by the Teacher Accreditation Act 2004) are summarised in the 2 tables below:

Teaching Staff

Category	Number of Teachers
(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines,	6
(ii) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	

Workforce Composition- 2016

Workforce Composition	FTE	Indigenous
Teaching	6	Nil
Administration	2	Nil



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Characteristics of the student body, attendance rates for each Year level and the whole school and a description of how the school manages student non-attendance.

As an ASD Special Education provider all students who attended the school in 2016 were diagnosed with Autism Spectrum Disorder (other diagnosis may also be evident). With the support of the Assisted School Travel Program the school is able to accept enrolments from all over Sydney.

Student attendance is recorded daily and non - attendance is followed up at 9:30am in every instance unless a parent advises the reason.

Parent meetings are held to resolve and support any issues of ongoing unexplained non-attendance.

Mandatory reporting procedures apply where absences are extended or the student may be at risk.

The average student attendance per grade in 2016 was: -

Kindy: NA

Year One: 98.3%

Year Two: 98.4%

Year Three: 97.5%

Year Four: 88.5%

Year Five: 90.4%

Year Six: 97.9%

Year Seven: 96.8%

Year Eight: 98.5%

Year Nine: 92.6%

Year Ten: 89.4%



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School Policies and Procedures



A full suite of the Joseph Varga School Policies and Procedures (including student welfare, anti-bullying, discipline, enrolment, complaints and grievances and all others) are publicly available on the schools website www.josephvargaschool.nsw.edu.au

Parents are officially notified, with one term notice, when the Board updates policies from time to time.

As a condition of enrolment is that parents acknowledge that they have made themselves familiar with the school's policy and procedures on the website.

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School determined improvement targets

The Joseph Varga School is committed to the ongoing improvement of the quality of education programs provided and the safety and welfare of students.

The following priorities for improvement were set for 2016 and throughout the year the school demonstrated achievement of all priorities:

The 2016 priorities for improvement set and achieved by the school are shown below:

Social, Emotional and Relationship Skill Development	<ul style="list-style-type: none"> Provide regular opportunities for our students to participate in structured activities that model and foster Social, Emotional and Relationship Skill Development. 	<ul style="list-style-type: none"> Structured classroom lessons and whole school assemblies that explicitly teach and model social skills. Weekly whole school structured excursions that promote social interactions in different settings. Whole school special excursions based on positive behaviours. 2 x Personal Development Camps
Staff Professional Development	<ul style="list-style-type: none"> Continued professional development opportunities to ensure staff remains up to date with best practice pedagogies for ASD learners. 	<ul style="list-style-type: none"> All staff participated in Tony Attwood/Sue Larkey ASD conference Representation at Aspect Autism in Education Conference 2016 Regular professional development provided by school psychologist
Teacher and Student Classroom Support	<ul style="list-style-type: none"> Employment of additional teacher aides to increase support offered to teaching staff and students. 	<ul style="list-style-type: none"> Employment of 2 additional teacher aides
Student Engagement	<ul style="list-style-type: none"> Ensure 'best practice' teaching pedagogies in classroom. Student interest based curriculum. 	<ul style="list-style-type: none"> Ongoing diagnostic testing of students to identify target areas for improvement Adopting 'best practice' learning programs and support materials based on research and PD .

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Initiatives promoting respect and responsibility

The 'Promise to Improvement' is a commitment made by each student to make a personal effort to have a positive attitude, to show respect to themselves and others, and to take ownership and be accountable for their actions.

The 'promise' is matched by a commitment made by the school and parents to understand and support the child in these endeavors.

The 'Promise' is our contract with each child, the foundation on which behavioural, social, emotional and academic improvement rests.



Further details can be found at
www.josephvargaschool.nsw.edu.au

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Parents, student and teacher satisfaction

The school values highly the importance of regularly reviewing approval and satisfaction levels. The school conducts termly parent and teacher meetings where feedback is sought by parents set to specific criteria. The school also provides open parent meetings and conducts formal meetings with staff in which feedback for review is sought.

Feedback gathered indicated that the parents, staff and students of JVS greatly value the care and service provided by the school.

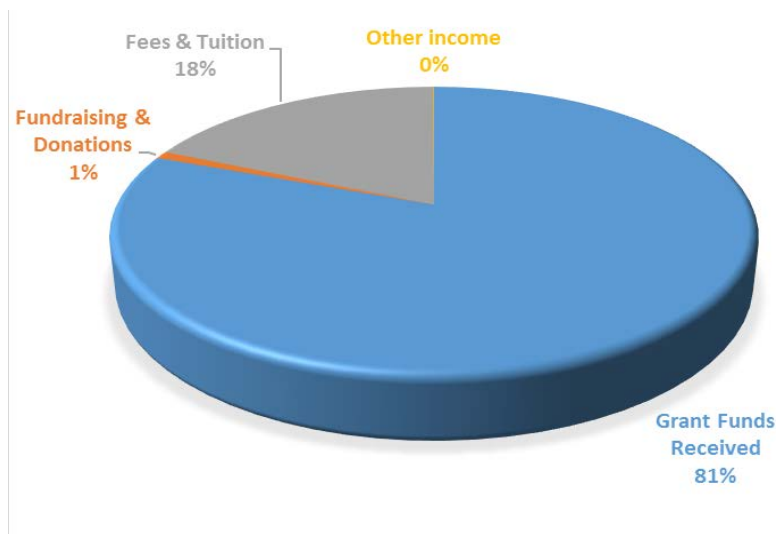


Working Together

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Summary financial information

The Joseph Varga School is fully accountable for all funding that it receives. Each year, the school's accountants submit to the Commonwealth Government a financial statement on behalf of the School. This statement details the income and expenditure of the school. In addition, the financial accounts for the school are audited annually. The following information represents the income and expenditure for the year ending 31 December 2016.

Income Sources 2016



Expenditure 2016

