

THE JOSEPH VARGA SCHOOL

ANNUAL REPORT 2018



FOR THE YEAR ENDED DECEMBER 31, 2018
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 TA Act)
- 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

In 2018 we successfully participated in our registration and accreditation renewal process with NESAC. It was pleasing to receive the maximum 5-year renewal as a registered K-12 Special School.

Throughout the year significant improvements were made to our physical learning environment with the painting of our whole school, the completion of our sensory room and the re-carpeting of the school. These significant improvements contribute to a positive and supportive physical learning environment for our students.

Our unique learning environment and the high level support offered by our teachers and support staff resulted in student improvements that we are very proud of. This was exemplified with 5 students transitioning to mainstream learning environments at the completion of the school year. Such success is proof that our support and approach bears very positive results.

I wish to thank all staff, board members, parents and students for your outstanding work and results in 2018.

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

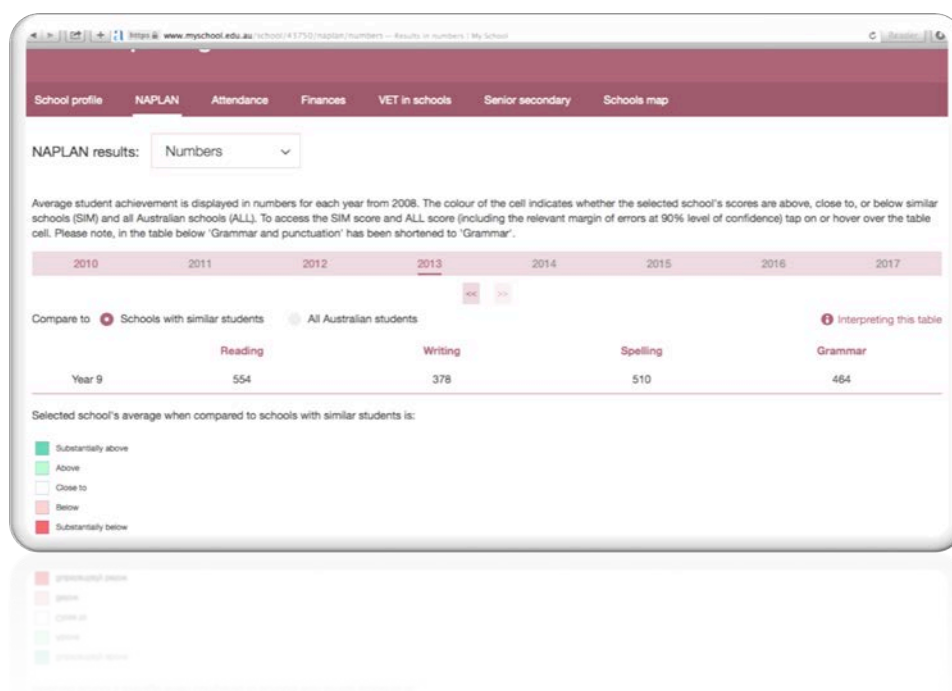
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Student outcomes in standardised national literacy and numeracy testing

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 adjustments or 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.



NAPLAN results are not publically displayed in instances where the total student participation for a given year is less than 5 students or less, which was the case in 2018.

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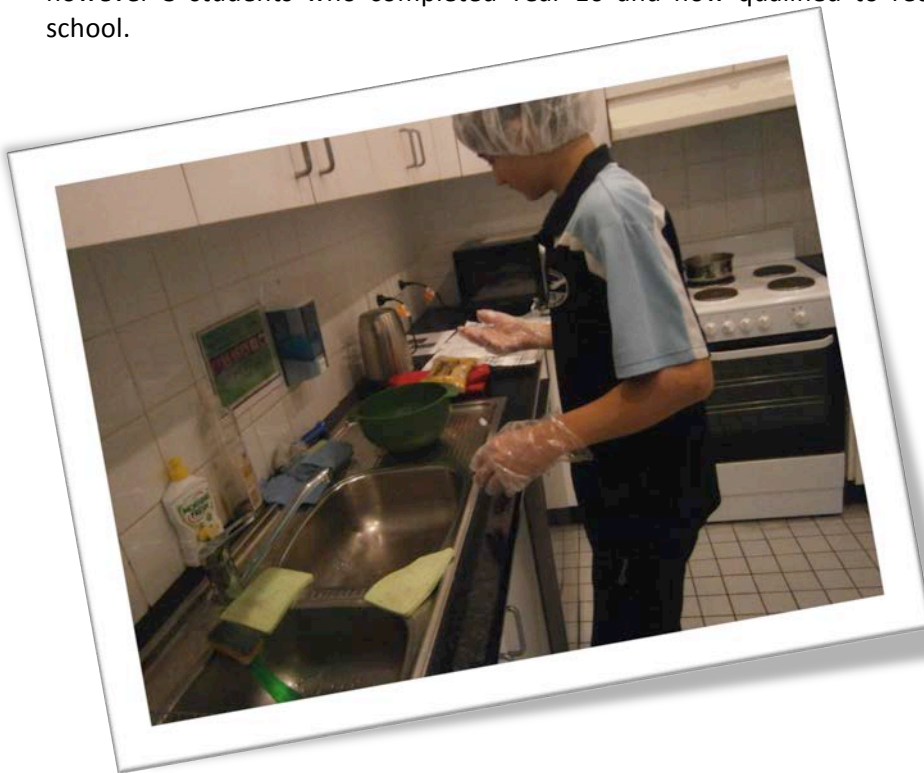
The granting of Records of School Achievement (RoSA)

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

As a small ASD school student enrolment and participation in Year 10 secondary education and beyond fluctuates from year to year.

In 2018 there were no students issued with a Record of School Achievement (ROSA). There were however 3 students who completed Year 10 and now qualified to receive a ROSA when they leave school.



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Results of the Higher School Certificate (HSC)

As a small ASD school student enrolment and participation in Year 11 and Year 12 secondary education fluctuates from year to year.

There were no students in 2018 participating in HSC.

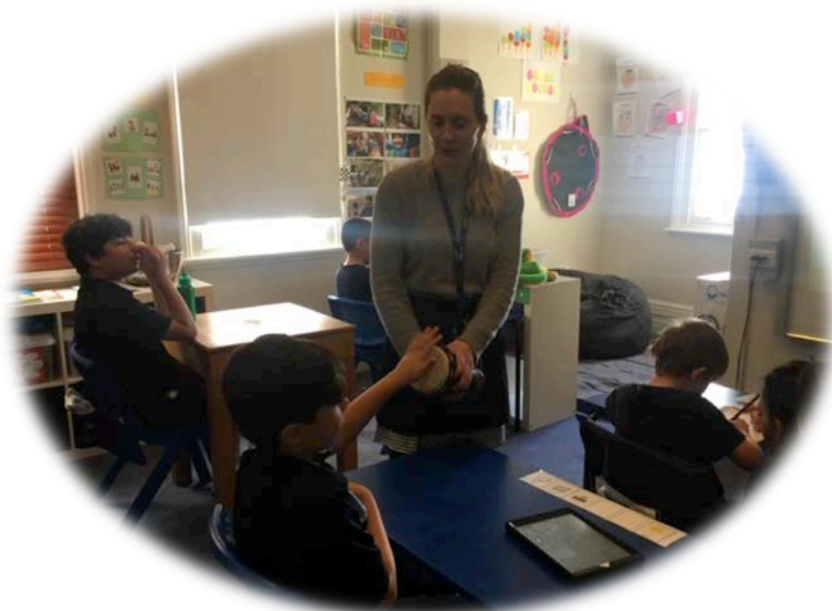
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*A summary of professional learning undertaken
by teachers during the year*

The teaching staff participated in a variety of professional learning consistent with the Australian Charter for the Professional Learning of Teachers 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 2018 included:

- Whole staff participation in ASPECT Autism in Education Conference 2018.
- Whole staff participation in Tony Attwood/ Sue Larkey ASD conference.
- Whole staff participation in AIS Child Protection Online learning.
- National Informa Special Education Summit.
- Ongoing Professional Development with school psychologist (clinical) with emphasis on ASD learners.



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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) 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- 2018

Workforce Composition	FTE	Indigenous
Teaching	6	Nil
Administration	2	Nil



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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 2018 were diagnosed with Autism Spectrum Disorder (other diagnosis may also be evident). With the support of Assisted School Travel the school is able to accept enrolments from all over Sydney.

The average student attendance per grade in 2018 was: -

Year Level	Attendance Percentage
Kindy:	No students
Year One	96.41%
Year Two	89.27%
Year Three	92.82%
Year Four	96.51%
Year Five	90.26%
Year Six	92.82%
Year Seven	99.74%
Year Eight	88.77%
Year Nine	98.97%
Year Ten	98.97%
Year Eleven	77.63%
Year 12	
Total	92.55%

Under the *NSW Education Act 1990*, schools are required to ensure that individual students meet certain attendance standards, including mandatory attendance for students under 17 years of age, unless exemptions are applicable. The principal of JVS maintains a register, in a form approved by the Minister, of the enrolments and daily attendances of all children at the school, which includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-government Schools (NSW) Manual.

The school is required to regularly submit attendance figures for a specified period to government authorities.

All unexplained absences may be followed up by requests to clarify and substantiate the absence by the telephone and through email.

All explained absences are required to be supported by a note, an email, a phone call, or medical documentation, especially, where appropriate, in the case of a student's absence that is for more than one day.

If the student continues to be absent, or a pattern of absenteeism has developed in relation to the student not attending school, then a more serious letter will be sent to the parent demanding immediate clarification and action.

JVS utilises an electronic Student Management System to collect, store and report attendance information.

Parent / Carer Responsibilities:

Parents are required to contact the school before 9am if their child is not attending indicating the reason for non-attendance (i.e sick, specialist appointment).

Parents are required to provide a medical certificate if a child is away for more than two day.

Parents are expected to contact the school to ensure the school has their most up to date contact and emergency contact information.

Resolving Poor Student Attendance

If parent/s supply no medical certificate in support of a student not attending school, or when applying for an exemption, and the student still does not attend school, and has been away for a period greater than 14 days, then the Principal has the power to inform the parent in writing that the child is in breach of legal requirements that the child should be attending school.

If the parent refuses after a further request to supply a medical certificate, then the Principal can encourage the parents to enrol their child at another school.

If there is still no action by the parent in relation to the child returning to school, or in terms of pursuing the enrolment of their child at another school, the Principal can terminate the enrolment in writing by informing the parent/s that the child is no longer enrolled at the school, and must seek to enrol the student elsewhere.

At this point, the school will inform the local Home Liaison Office and/or Community Services Office (through a formal notification), that the child is not attending school and/or may be 'at risk' in the community.

In some circumstances, the Home Liaison Office and The Joseph Varga School will work together to identify another school or setting (e.g. TAFE), which the target child will be able to attend.

All during these attempts to resolve poor student attendance, the school will seek advice from, and involve, doctors, experts, parents, and interested stakeholders in the consultative process.

This can involve recourse to legal action by obtaining 'Compulsory Schooling Orders' through either the Local Court or the Children's Court.

In determining a course of action under this legislation, the principal will also refer to and keep in mind the requirements under the Keep Them Safe legislation.

Other Strategies for Increasing Attendance:

When a pattern of irregular attendance, school phobic response, or truancy has been established, parents/carers are invited to the school for a formal meeting. While parents are reminded about the legislative requirements for students to attend school, the focus is on generating positive strategies and methods of making learning a more enjoyable and rewarding experience for the student.

The classroom teacher is involved in this discussion with parents and/or the principal to talk about the classroom environment and determine whether classroom routines or program modifications are required to support increased engagement and the desire to attend school.

Individual students are included in discussions to ascertain any difficulties the student is facing engaging in the school and classroom program.

The school will also determine the relevance and possibility of the family utilizing the Government Taxi Scheme if geographical distance and the student's needs etc, are contributing factors to the student's non-attendance.



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Post School Destinations

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 2018 we oversaw the successful transition of five JVS students back to mainstream settings, which for our two senior students included placements in TAFE and AIE.

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Enrolment policies and characteristics of the student body

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).

Evidence of a current diagnosis of an Autism Spectrum Disorder (ASD) is required. This evidence must include:

- (a) a current diagnosis from a specialist medical practitioner or registered clinical psychologist, which is not more than 12 months old; and
- (b) a current standardised cognitive or developmental assessment (e.g. Griffiths, WISC-V, WPPSI-III, Stanford Binet V), which is not more than two years old.

Please note: additional comorbid diagnosis may exist.

It is important that parents wishing to enrol their child at JVS are aware of the culture of the school, its education offerings, the terms on which their child is enrolled as a student, and the responsibilities of parents of children enrolled, before making a commitment.

This should help avoid subsequent disputes and help in eliciting from the parents queries and concerns which may be relevant to the child's future schooling.

The procedures for enrolment include the following elements:

- a. An initial phone interview (vetting):
- b. The Principal predominantly takes phone and email communication from interested parents and confirms diagnosis of ASD.
- c. The Principal contacts parents and determines the needs of the child and whether the school's programs and ethos can meet these needs, or whether there is a 'match' between 'what the child needs' and 'what the school can offer'.
- d. The Principal encourages families to come and visit the school to learn of our facilities.
- e. The Principal ascertains the commitment of the parents to work with the school to meet the student's needs.
- f. An initial request from JVS for documentation from parents/carers in preparation for the initial school interview:
- g. Past psychometric assessments conducted by a specialist medical practitioner or registered clinical psychologist with evidence of an Autism Spectrum Disorder (ASD).
- h. Past risk plans and assessment from previous schools.
- i. Any additional diagnoses determined by a medical practitioner/psychiatrist (including prescribed medication/s)
- j. Reports from therapists (such as psychologist, speech pathologist, occupational health, physiotherapist)
- k. Past school reports or other relevant documentation from specialists.
- l. The Principal makes a determination to invite the parents for a second visit with the student to the school for a face-to-face interview (and if considered appropriate, an induction).
- m. Student and family are shown around the school.
- n. Child is asked to complete a few basic assessments in literacy / numeracy and behavioural observations are made.
- o. The Principal and/or delegated staff complete an initial risk assessment of the student as part of the interview process.
- p. Parents are interviewed separate from student about the family unit, their child's development, strengths, needs, interests, experiences at other schools, interventions etc
- q. The Principal and/or delegated staff begin to complete an interim Individual Education Plan (IEP) for the child, noting the 'Adjustments' that may be required, in the event the parent/s are offered, and accept a placement for the child at the school. These 'adjustments' may occur in terms of the Academic, Emotional, Behavioural and Functional nature of the school's program, risk management, classroom organization, and in terms of the staff and the resources required.

- r. If required, the Principal will consult with a Consultant Psychologist to offer further feedback and determine the extent of the adjustments required to support enrolment.
- s. The Principal is aware that such 'Adjustments' must be thought about and organized before a placement is offered to the family.
- t. If during the enrolment interview, the Principal considers it more appropriate for the parent/s or carer/s to enrol their child at another school, the Principal will advise the family of other special schools or educational settings that may be better equipped to cater for the particular student's needs.
- u. School Fee policy is then presented to parents.

The Parent Handbook is provided to the parents of a prospective student, considered appropriate by the Principal, in terms of a placement for their child at the school.

Application Process

The Enrolment Information Form' requests:

- a) Personal information about both parents and the student as required by the Act;
- b) Details of special circumstances of the student that may need to be taken into account by the school (such as medical conditions, additional special needs, special gifts or talents, psychological test results, that may impact on the students education);
- c) The completion of Behavioural Checklists by parent/s;
- d) Declarations (e.g. confidentiality, overseas student),
- e) The Attachments of Certain Documents (e.g. evidence of birth, citizenship, custodial agreements), and
- f) The Completion of Certain Consent Forms (e.g. medication, local excursions, visiting local shops during school time).

Enrolment Contract

The Enrolment Contract as a general rule, legal opinion suggests that 'a term of a standard Contract will be void if it is Unfair.' The distinctive features of 'The Enrolment Contract' include:

- Rules & Regulations
- School Fees
- Cancelling Enrolment
- Discipline
- Emergencies
- Authority To contact Professionals and/or Release Professional Information
- Legal Advice

Other Relevant Conditions of Entry (conveyed verbally, but not necessarily fully included in The Enrolment Contract):

- a) A place for enrolment cannot be confirmed, until the school systematically completes its enrolment process, which includes parents signing the enrolment contract.
- b) The Joseph Varga School reserves the right to impose a condition on a new student's enrolment at the school that requires the family to agree to and 'signs off' on an Individualised Behaviour Contract for the new student.

- c) The Principal, in specific cases where the student's behaviour is deemed a High Risk to self or others at the school, may employ a Behaviour Contract, as a Condition of Enrolment.
- d) Such a decision is taken after a student's supporting documentation has been reviewed, and an initial risk assessment of the student has been completed.
- e) Such a 'behaviour contract' (which can be for a designated period of time) also becomes part of The Enrolment Contract with the school, so that the student is able to attend JVS.
- f) If a newly enrolled student seriously breaches the Behaviour Contract in his/her First Term at the school, on more than Two Occasions, he/she may be Expelled (instead of being 'Suspended' first), on the grounds of Risk Management.
- g) In this case, if parents or the student refuses to sign the Behaviour Contract, then the school will not offer a placement.
- h) For all students, it is similarly a condition of enrolment that at any time, whilst the child is enrolled at the school, the school may request (without notice), given the risk to the child and to others, a Current and Intensive Psychological or Psychiatric Assessment, as a condition of the student's continuing enrolment.
- i) In the event that the parents cannot organise such an assessment quickly, the school reserves the right to temporarily 'Suspend' the student from attending the school, until such time as the assessment is completed, on the grounds of its Risk Management Policy.
- j) If the school decides to take this course of action, the school will supply work packages for use at home or elsewhere.
- k) Once the psychological/psychiatric assessment is conducted, and the report is submitted to the Principal, a further condition of the child being able to re-attend the school may be imposed. This requires the formulation and implementation of a suitable new risk management plan, with parents and interested stakeholders. The plan also involves monitoring and review, on an ongoing basis.
- l) Along these lines, the school can impose another condition on the parents too. This may require that the child undergoes ongoing psychiatric intervention, in order to stabilise the child's condition, regardless of whether new medication has, or has not, been introduced.
- m) If the Board of Directors of The Joseph Varga School, and/or The Principal believes that a mutually beneficial relationship of trust and cooperation between parents and the school has broken down to the extent that it adversely impacts on that relationship, then the Principal in consultation with the Chairman of the Board of Directors may require the parent to remove the child from the school.
- n) The Joseph Varga School will only exercise its powers under this clause to 'Expel' a pupil permanently, if it has provided the pupil and the parents of the pupil with details of the conduct, and the opportunity to respond according to the tenets and procedures of Procedural Fairness.

Maintaining Enrolment

To maintain enrolment and to assist with our understanding of each child's specific needs, parents are required to provide the school with a cognitive and developmental assessment by a suitable qualified specialist every 2 years.

Acknowledging that it is the responsibility of the parents to arrange an assessment, JVS may be able to assist with this process.

The parent(s)/carer(s)/guardian(s) agree to pay the fees as stated in the Letter of Offer from The Joseph Varga School (unless scholarship offered), and freely accept liability in relation to payment of such agreed fees, which must be paid by the end of the first week of each term, unless special arrangements are included in this letter, or are agreed to in writing elsewhere.

In the event that fees are not paid by the end of the second week of the term, parents accept that their child's enrolment at The Joseph Varga School can be cancelled, on Two Week's Notice, and/or legal action can be initiated by the School to recover the fees owed.



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School Policies

The Joseph Varga School's core Policies and Procedures (including student welfare anti-bullying, discipline and complaints and grievances and all others) are publicly available on the schools website <http://josephvargaschool.nsw.edu.au/policies/>. These Policies aim to facilitate the efficient and effective operation of the school as a registered Special Education provider. These policies are reviewed annually and 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.

The School is committed to providing a safe environment for students where the risk of harm is minimised and students feel secure and safe.

JVS is a highly supportive educational environment that is focused on fostering the social, academic, physical and emotional development of students.

However, there exists situations where protective limits need to be placed on violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification which effect the safety of staff, other students and themselves.

The parent(s) / carer(s) / guardian(s) also understand that if their child demonstrates high risk and high safety concern behaviours then the school's disciplinary response will escalate, in accordance with the school's relevant policies and procedures, resulting in a standard process, beginning with a Behaviour Contract, moving through to Suspension, and in some cases, Expulsion and Exclusion.

Disciplinary measures of the above, are based on a process of procedural fairness at all times.

The ultimate goal becomes 'Self-Discipline' through self-control, self-regulation and the development of the skills required to self-manage and self-monitor.

Traditionally, discipline is applied by external agents to get students to change their behaviour, where as self-discipline springs from self-regulatory and self-reinforcing mechanisms; without the need for the intervention of external disciplinarians, but within the child him/herself. The rewards are intrinsic rather than extrinsic.

In this kind of approach, discipline is effective, but is not a rigid Policy, rather it is flexible, dynamic, responding to individual student's needs, thereby not carrying with it the repressive nature of many other mainstream formal approaches to discipline.

It is School policy, that the virtues of orderly conduct and polite manners form part of mutual respect (which also develops in hand with self-respect).

Discipline problems can frequently be pre-empted, redirected or rectified before they occur within classrooms and the school generally, by a firm, sensitive, consistent approach.

The key to the effectiveness of school wide behaviour management rests in the staff consistently applying, consolidating, and extending the agreed 'student code of conduct'.

This also requires staff to regularly review and discuss best practices and strategies with a view to encouraging students to accept more responsibility for managing and disciplining themselves.

Part of these discussions involves identifying, modelling and engendering the use of explicit strategies and tools (for example, anger control) that students themselves can use to regulate their own behaviours in natural situations. This kind of instruction to students frequently occurs in natural contexts as part of the resolution of the issue at hand.

Another important aspect of this discipline policy is that the school ethos ensures that while students are likely to make mistakes in judgment and choices as part of their learning development, no punitive record or 'demerit' system is used to record or recall these mistakes; instead each day represents a new baseline for the child.

The only exception to the application of this policy occurs in situations where the behaviours of the child may constitute a risk to him/herself, to others, or to school property.

This ensures disciplinary matters can be dealt with quickly and effectively in a positive and productive manner, as they immediately arise naturally in real-life situations, both within and outside the school.

In this mix, it is also not unusual for 'Negotiation', 'Conflict-Resolution Techniques' and 'Neuro-Linguistic Processing' (NLP) strategies to be implemented by the trained teachers and/or specialists, in order to help students re-pattern or re-program their responses.

Students are emotionally challenged to employ meta-cognitive processes including mindfulness, self-awareness and self-talk to help them establish appropriate limits on their own behaviour.

Such School staff also work as active listeners and can be humorous to help diffuse volatile situations.

Procedures:

The ultimate objective of the school's discipline policy is to reiterate student 'Self-Discipline', though this is built up progressively and cumulatively over a period of time, in the following manner:

- Remind student about 'Code of Conduct'
- Verbal discussion with student about the reasons for the behaviour
- Discussion of alternative ways of coping
- Modelling approaches and learning to take other people's perspectives
- Learning to acknowledge that one has acted inappropriately
- Classroom teacher implements classroom-based strategies to increase child's behavioural toolkit e.g:
 1. Role playing situations where the protagonist and victim exchange roles
 2. Creating a forum (Restorative Justice)
 3. Cooperative activities and behaviours
 4. Trust exercises
- Conference with Principal
- Psychological counselling
- Breaking down the student's (verbal, behavioural, attitudinal) defensiveness (administered by an expert using for example, strategies that directly confront the child with evidence from those he/she has accused and/or abused and working through inconsistencies in how the participants justify their actions, with a view to the parties accepting the).
- In school consequences for repeated inappropriate behaviours:
 1. Isolated break (with supervision)
 2. Loss of camp, sport, or excursions
 3. Loss of computer or technology
- In-school consequences for severe inappropriate behaviours:

1. Collaborative conference and behavioural/emotional planning with parents/carers present.
 2. Individualised Behaviour Contract
- At home consequences established by parents e.g. loss of television, electronics, technology, pocket money, leisure activities.
 - If contract is breached, another parent conference. Student is 'suspended' (refer to POLICY: Procedural Fairness).
 - The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence and the individual student and could result in expulsion.
 - For more serious offences that involve physical abuse, either of peers or staff, the gradually more prominent involvement of Medical Staff, Community Services, and Police Liaison Officers may be involved in the management and resolution of the issues.



Policies and procedures relating to student discipline and general student behaviour management issues, along with all grievances and complaints by students, parents, teachers, are always treated by The Joseph Varga School in a manner consistent with the basic rights of 'Procedural Fairness'.

This rests on the principles of **'being heard'** and **'the basic right to an unbiased decision'**, in cases where allegations, problems, issues, complaints, arise.

Scope

All, or where appropriate, some, of the elements of Procedural Fairness invoked at The Joseph Varga School include:

- Nominating a staff member to conduct the investigation as soon as possible;
- Ensuring that the person does not decide a case in which he/she has a conflict of interest;
- Acting fairly and without bias;

- Informing, for example, the student, of the substance, with as much detail as possible, of the allegation(s) or complaint(s) made against him or her;
- Providing, for example, the student with a reasonable opportunity to respond or put his/her case, either in writing or orally;
- Considering, for example, the student's response;
- Making reasonable inquiries or investigations before making a decision;
- Considering all relevant available evidence, including evidence that supports the allegation and evidence that does not support the allegation;
- Providing a preliminary view and the intended likely action to the person under investigation;
- Informing, for example, the student, parent/s and significant others that the preliminary decision can be commented upon, or appealed to the Principal of The Joseph Varga School;
- Allowing a submission from, for example, the student, parent/s and significant others before a final decision is made;
- Making a final decision.



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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 2018 and throughout the year the school demonstrated achievement of all priorities:

The 2018 priorities for improvement set and achieved by the school are shown below:

Improvement Targets	Key improvements set for 2018	Key improvements achieved for 2018	Key improvements set for 2019
Social, Emotional and Relationship Skill Development	<ul style="list-style-type: none"> Promoting of positive behaviours by displaying visual images (signage) of expected behaviours throughout the school. To maintain a highly structured and familiar environment that provides 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"> Visual displays of expected behaviours and positive visual images have been wall papered in prominent areas of the school to promote a positive learning environment. Highly Structured whole-school gatherings and classroom lessons that explicitly teach and role model social communication and social interaction skills. Weekly whole school structured excursions that promote positive social communication and interactions in different settings. 2 x Personal 	<ul style="list-style-type: none"> Employment of school Speech Pathologist to further assist language and communication development of our students. To maintain a highly structured and familiar environment that provides regular opportunities for our students to participate in structured activities that model and foster Social, Emotional and Relationship Skill Development.

		Development Camps	
Staff Professional Development	<ul style="list-style-type: none"> • Provide quality Professional learning opportunities to ensure staff remain up to date with best practice pedagogies for ASD learners. • Support staff to achieve maintenance of NESA professional learning hours at proficient teaching level. 	<ul style="list-style-type: none"> • Whole staff participation in ASPECT Autism in Education Conference 2018. • Whole staff participation in Tony Attwood/ Sue Larkey ASD conference. • Whole staff participation in AIS Child Protection learning. • Informa Special Education Summit. • Ongoing Professional Development with school psychologist with emphasis on ASD learners. 	<ul style="list-style-type: none"> • Provide quality Professional learning opportunities to ensure staff remains up to date with best practice pedagogies for ASD learners. • Support staff to achieve maintenance of NESA professional learning hours at proficient teaching level.
Physical Learning Environment	<ul style="list-style-type: none"> • To make further improvements to the physical learning environment of the school by repainting, recarpeting and re-lighting the whole school. 	<ul style="list-style-type: none"> • Completion of painting of whole school. • Completion of our sensory room. • Completion of re-carpeting of the school. • Completion of LED lighting throughout the whole school. 	<ul style="list-style-type: none"> • Increase the lunchtime playing area space by redeveloping the school's current playing area and installing a new soft fall playing surface. • Upgrade of each classrooms interactive Smart boards to the latest models • Increase Internet bandwidth Speed to 1000/1000

			mbps.
Student Engagement	<ul style="list-style-type: none"> • Ensure 'best practice' teaching pedagogies in classroom for ASD learners. • Maintaining teacher-student connection by incorporating appropriate student interests into curriculum and school life to foster engagement, quality learning, and teacher-student connection. 	<ul style="list-style-type: none"> • Participation in whole school NESA registered professional learning and reflection for staff to ensure 'best practice' is provided to students. • Ongoing diagnostic testing of students to identify target areas for improvement and providing a wide variety of best practice teaching pedagogies to assist individual learning outcomes. • Whole school involvement in annual Art Show, annual School Play, whole school excursions and personal development camps, and strongly incorporating student interests into classroom activities and weekly whole school assemblies. 	<ul style="list-style-type: none"> • Provide 'best practice' teaching pedagogies in classroom for ASD learners. • Maintaining teacher-student connection by incorporating appropriate student interests into curriculum and school life to foster engagement, quality learning, and teacher-student connection.
Registration and Accreditation	<ul style="list-style-type: none"> • To extend Registration to the year 2023 as a K-12 school (maximum). 	<ul style="list-style-type: none"> • 5-year renewal as a registered K-12 special school and accreditation to 	<ul style="list-style-type: none"> • Whole school achievement of all teachers achieving NESA Proficient

	<ul style="list-style-type: none"> To extend current recognition as a Special School to the year 2023 (maximum). To extend current accreditation of RoSA to the year 2023 (maximum). 	award ROSA.	Teacher accreditation.
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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, to be kind to themselves and others and to give their best efforts.

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 commitments with each child, the foundation on which behavioural, social, emotional and academic improvement rests. Visual displays promoting our school goals are displayed in prominent areas of the school.





Working Together

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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.

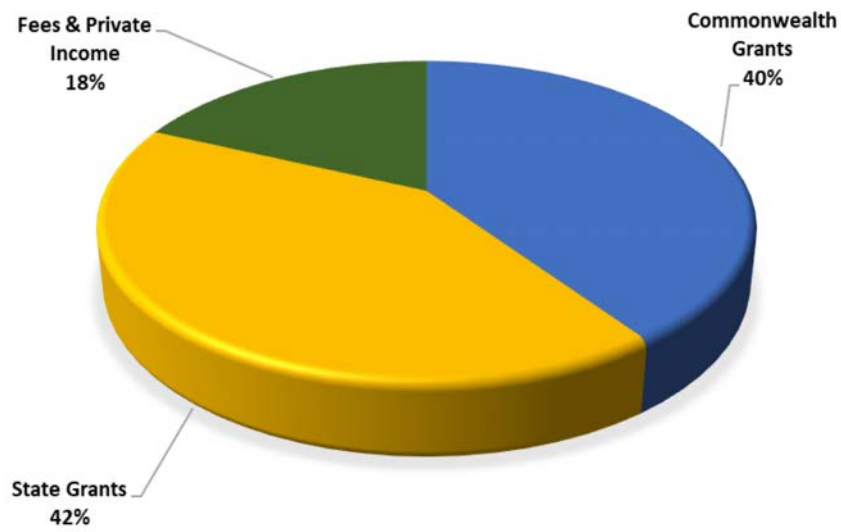
Overall the parents of JVS greatly value the care and service provided by the school.

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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 2018.

Income Sources 2018



Expenditure 2018

