All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the ‘Student enrolment numbers’ and/or ‘Curriculum framework for schools - languages program’ minimum standards until 31 December 2014.
About Our School

School Context

Glenallen School, located at 7 Allen Street, Glen Waverley, strives to be a world’s best practice specialist school, providing innovation and excellence in teaching and learning for students who have physical disabilities and / or health impairments. The school caters for students with a wide range of intellectual abilities. Current students have complex needs and often multiple disabilities.

Transdisciplinary teams including teachers, physiotherapists, occupational therapists and speech pathologists work together to plan, implement and evaluate individual student focused learning programs.

The school has 79.95 equivalent full time staff encompassing; 3 Principal class staff, 34 teachers, 22 therapists, 39 program assistants, 4 administration staff, 2 technical staff, 2 nurses and 1 maintenance manager.

There are three sub school departments: Primary School, Secondary School and a Transition School, a Specialist Department and three Therapy Departments as well as a part time music therapist and a part time dance instructor. Nursing staff support the medical needs of students. Disability Support Workers, contracted through SCOPE, provide attendant care.

Individual educational and therapeutic programs are designed to promote student achievement as well as maximising independence in functional activities. Each student is encouraged to be an active participant in their individual learning program. Students who use Augmentative and Alternative Communication (AAC) are encouraged and supported to use their system of communication across all school programs throughout the day.

Achievement

Goal - To improve student learning outcomes as prioritised in their individual learning plans.

Key Improvement Strategy (KIS) 1 - Develop a school wide bank of appropriate assessment tools and an assessment schedule to inform teaching and learning.

A draft Assessment schedule was introduced in 2014. All of the assessments were identified as appropriate for the student cohort attending Glenallen School. It was identified that mathematics was an area where further research was required to identify or develop more accessible assessments for both students which direct access and those who use an alternate pencil an alternative means of access.

All P to 10 students are assessed using the ABLES assessment software. This is a subjective assessment that produces individualised progress reports to assist with the development of appropriate learning goals. Therapy assessments Classification systems (GMFCS, MACS, CFCS) will be undertaken by the therapists across the year according to the schedule.

Assessments recommended by literacy consultant, Jane Farrall were trialled in identified classes. These assessments have been designed to assess spelling, reading and comprehension. Students with direct access and those who use an alternate pencil are all able to access this assessment.

KIS 2 - Continuously improve staff capacity to meet the needs of all students.

Jane Farrall was employed to upskill the staff in The Four Blocks Approach to teaching Literacy. Jane then worked individually with staff on the literacy PLT and identified classroom teachers. This proved to be a valuable approach which resulted in all staff becoming more confident in using the Four Blocks to Literacy approach.

KIS 3 - Implement a pre - level one VELS curriculum in line with Department of Education and Early Childhood Development (DEECD) guidelines.

A pre Level one curriculum has been successfully implemented across Glenallen. It has been aligned with the Working towards Level One VELS curriculum. Further work was undertaken by the Speech pathologists to incorporate Aided and Augmentative Communication usage. This includes voice output devices and PODD communication books.

At Glenallen the Pre Level One curriculum has been renamed - The Essential Learning Skills Curriculum. In addition to Essential Learning Skills the areas of English, AAC, Mathematics, Health and Physical Education and ICT have been added to the goal bank in Accelerus. All students across the school have goals that are taken directly from the Accelerus goal bank in the ILP.

Engagement

Goal - To provide a stimulating, engaging and supportive environment for all students.

KIS - Investigate and implement a range of practices that will enhance student engagement and wellbeing

All students have Personal and Social Learning goals as part of their Individual Learning Plan. The existing resources were sorted and catalogued and place in the library for ease of access. The curriculum was divided into topic based areas, such as puberty, friendships and staying safe with others.

We identified some areas that needed further exploration including the updating of resources for the upper primary students and those students that require simple structured social stories.
We looked at the topics that were identified for Glenallen. The PLT has identified that this document needs to be broadened to include some kind of scope and sequence to give teachers a more definite program outline.

We have set out a timeline for including outsourcing provider’s i.e. Family Planning Victoria. We will establish guidelines as to when this program is to be offered and which students will be specifically targeted.

In consultation with Senior Leadership we have acknowledged that “Health” needs to be a separate curriculum area and a suitable program needs to be explored for implementation in 2015. Frankston SDS program “I Can Be Safe” will be explored as a possible program.

The PLT will look at aligning the existing personal and social learning curriculum with the AusVELS “Personal and Social Capabilities” as well as identifying areas within AusVELS Health and Physical Education that we currently have goals within the Glenallen goal bank.

### Wellbeing

**Goal - To provide students with effective pathways and transition suitable for their needs at key points in their schooling**

**KIS - Strengthen transition processes for all students throughout the school.**

The Transition and Pathways PLT reviewed the Parent Information Booklet, which has previously been given to Prep parents only. It was determined that it should be part of the pack given to all new enrolled students in the Primary School. Using this booklet as a basis, modifications were made to be more relevant and appropriate for parents of students enrolling in the Senior and Transition schools.

The Transition Information booklet was reviewed and used as a model for the Sub School Information Booklets. The booklets contain information that is pertinent to the sub schools and will be given to students in the first week of school.

The current transition processes were reviewed and evaluated. New transition checklists were formulated and put on the network.

Parent surveys for all transitions were formulated and are on the intranet.

### Productivity

The Glenallen School 2010-2014 Strategic Plan did not include a productivity section, however throughout the 2014 school year Glenallen proactively engaged in activities to foster effective and mutually beneficial partnerships in three vital sectors; families, key stakeholders and the local/broader community.

In summary key achievements are:

- The redesign of the Parent Support Group (PSG) meeting process to enable the 2014 ILPs to be completed by November in preparation for the following year.
- The school was able to enhance and align succession planning, leadership development and performance management across the school facilitated by an improved workforce planning & consultation process. For example; a review of the school’s Wellbeing Coordinator was completed with recommendations made to the consultative committee for workforce planning, resulting in a 5 year contract to begin in 2015. A new Assistant Principal was appointed and staffing increased by approximately 10%
- The inclusive nature of the development of the 2015 – 2018 Strategic Plan recognising the vital contributions from the whole school community through the implementation of the School Self Evaluation. This included working in partnership with the school community and school reviewer, reporting feedback from peers and reviewers to the school community.

The new 2015-2018 Strategic Plan will include a Productivity section with outcomes designed to ensure a continuous cycle of evaluation and improvement of the Performance and Development Culture within the school.

For more detailed information regarding our school please visit our website at [http://www.glenallen-sch.vic.edu.au](http://www.glenallen-sch.vic.edu.au)
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 129 students were enrolled at this school in 2014, 66 female and 64 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

Parent Satisfaction Summary

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.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school. Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.
# Financial Performance and Position

## Financial Performance - Operating Statement

**Summary for the year ending 31 December, 2014**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$6,168,537</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$1,009,073</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$5,335</td>
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<tr>
<td>Government Grants State</td>
<td>$9,725</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$46,627</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$109,984</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$7,349,281</strong></td>
</tr>
</tbody>
</table>

## Financial Position as at 31 December, 2014

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$322,332</td>
</tr>
<tr>
<td>Official Account</td>
<td>$10,543</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$1,236,891</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$1,569,766</strong></td>
</tr>
</tbody>
</table>

## Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$6,051,873</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$2,955</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$11,033</td>
</tr>
<tr>
<td>Consumables</td>
<td>$59,961</td>
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<tr>
<td>Miscellaneous Expense</td>
<td>$97,032</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$33,372</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$549,952</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$285,087</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$13,830</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$22,136</td>
</tr>
<tr>
<td>Utilities</td>
<td>$143,633</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$7,270,865</strong></td>
</tr>
</tbody>
</table>

## Net Operating Surplus/-Deficit

| Net Operating Surplus/-Deficit               | $78,417      |

## Asset Acquisitions

| Asset Acquisitions                          | $7,500       |

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.
Financial performance and position commentary

The financial performance of 2014 includes Student Resource Package (Central Payroll Salaries). This contributed to the Net Operating Surplus $78,417.00.

The decrease in Revenue Other compared to 2013 is due to Term Deposit interest paid to be paid on maturity in 2015. Locally Raised Funds include hire of facilities, parental contributions, donations and fundraising by Glenallen Club. Money raised by Glenallen Club was used to purchase a new air conditioner.

Expenditure was predominately driven by Property and Equipment Services of $549,952.00 including:

- Ongoing maintenance of $458,221.00 - replacement of 6 air conditioners, painting the primary area, parquetry floor refurbishment, upgrading the pool heating system, lighting in the hall, roofing and window repairs.
- Equipment $91,731 - ceiling hoist, specialised computer equipment and equipment including tricycle & walker.

Salaries & Allowances (Local Payroll) increased $100,000.00 due to additional relieving staff required to support the learning and teaching programs.

Glenallen remains in a strong financial position due to strategic financial planning; enabling future infrastructure works in 2015.