

2015 Annual Report to the School Community



Glenallen School
School Number:
4968

Name of School Principal:

Michael Cole

Name of School Council
President:

Kate Wheller

Date of Endorsement:

26.04.2016

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 2015.

About Our School

School Context

Glenallen School, located at 7 Allen Street, Glen Waverley, aspires 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 more than often multiple disabilities.

Transdisciplinary teams including teachers, physiotherapists, occupational therapists and speech pathologists collaborate closely to plan, implement and evaluate individual student focused learning programs in a holistic manner.

The school has 85.03 equivalent full time staff encompassing; 3 Principal class staff, 40 teachers, 19 therapists, 48 program assistants, 4 administration staff, 2 technical staff, 3 nurses and 1 maintenance manager, totalling 120 staff.

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. Nursing staff support the medical needs of students. In addition, 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 individual student learning outcomes in literacy/communication.

Key Improvement Strategy: To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.

The key area of investigation for the Literacy Professional Learning Team (PLT) was the Guided Reading component of the Four Blocks to Literacy approach.

In 2015 we expanded this to include the evaluation of emergent literacy students. We met with literacy consultant, Jane Farrall, who supported our quest for this undertaking and provided professional input to our direction and choices. We presented assessment kits (one for each classroom) at a staff meeting in September as a tool for teachers to consider using in their student assessments and report writing. We will continue to refine the kit based on feedback from teachers.

The literacy PLT also formulated a role description for a Literacy Coordinator in the school and completed the audio recording of books that have been scanned for the purpose of self-selected reading for our students.

Engagement

Goal: Increase the active participation of students in their extra curricula learning.

Key Improvement Strategy: To implement programs that cultivate an environment that enable student communication/choice making, student voice and leadership.

In 2015 two Professional Learning Teams (PLTs) were formed to address this goal.

The Communication Accessible School PLT determined the need for regular training opportunities for parents/carers, staff and volunteers on the use of Augmentative and Alternative Communication (AAC). All Speech Pathologists offered personalized training to the parents/carers of students on their caseload. Training covered the use of communication books, electronic speech devices, strategies and suggestions for home and community use.

It was recognized that there was a need for volunteers and new staff to have a basic understanding of the communication systems operating at Glenallen. An introduction to Pragmatic Organisation Dynamic Display (PODD) communication books was imbedded into the Induction Program.

The PLT provided professional development to staff on the principles of communication Autonomy, Accessibility Requirements, Competence and Habits (AARCH).

A data collection tool to assess staff capacity as an effective communication partner was developed and administered in Term 3.

It was determined that extra curricula activities were more appropriately a focus for the PLT Student Voice.

Following discussion with the Senior Leadership Group, it was decided reviewing the volunteer and community partnership programs would be undertaken in collaboration with the Assistant Principals. This would become a focus for 2016.

The Student Voice PLT reviewed the Glenallen School Leaders – Captains and Student Representation Council (SRC) policy. Modifications were made to the selection/election criteria and the roles and responsibilities.

The PLT collated a baseline list of extra-curricular activities currently being offered at Glenallen.

The Student Attitudes to School survey was modified to include feedback on extra curricula activities. Two formats were available; a brief Clicker5 version consisting of 10 statements/questions and a longer version consisting of 25 questions. In Term 3 the survey was made available to all classes. There were 56 respondents in total with the majority of students indicating a positive opinion of their learning, teacher support, a sense of belonging, personal safety and lunchtime activities.

Wellbeing

Goal: To enhance the safety and wellbeing of all students in the school.

Key Improvement Strategy: Develop and implement a Glenallen Health and Safety Program addressing the areas of:

- Body Awareness and Personal Hygiene
- Feelings
- Public and Private
- Safety

In 2015 the Health and Safety PLT began documenting a program focused on developing students' protective behaviours. The program aims to equip students with the knowledge of what is appropriate and inappropriate behaviour in both themselves and others so that they can be safe.

It is acknowledged that students with a disability are vulnerable and at increased risk of abuse because they may:

- be less able to defend and/or protect themselves due to their physical and/or cognitive abilities
- not be aware of potentially dangerous situations
- not be able to distinguish between appropriate and inappropriate behaviour
- have limited receptive and expressive language
- be exposed to a range of different caregivers.

In 2015 the PLT presented at a staff meeting to create a shared vision for the project and documented a scope and sequence chart for the first component of the program "Body Awareness & Personal Hygiene". This area will be trialled in 2016.

Over the life of the Strategic Plan, the remaining areas will be documented in line with guidelines from the Victorian Curriculum.

Productivity

Goal: To improve the Performance and Development culture within the school community

Key Improvement Strategy: Create a whole school culture of accountability and feedback

During 2015 the Australian Institute of Teaching and School Leadership (AITSL) PLT completed a major action research project. The objectives were to develop a school wide approach to peer observations and to provide staff with a safe and professional guide/process where they may receive feedback to improve their teaching and learning practices. This included:

- discussing/collecting various forms of feedback at Glenallen School
- visiting Verney Road Specialist School in Shepparton
- developing guidelines for work programs
- developing protocols for classroom observation visits (teachers and therapists)
- engaging in trial observational rounds and giving feedback
- presenting findings at staff meeting
- teachers completing a self-evaluation of their progress against The Standards
- revising the Educational Support (ES) staff Performance and Development Program (PDP) proforma (in progress).

In 2016 the AITSL PLT will aim to continue to trial the newly developed protocols for peer observations as well as;

- promote an understanding of the Australian Professional Standards for Teachers (The Standards)
- align the teacher PDPs to The Standards
- revise / trial the new Educational Support staff PDP proforma developed by the Department of Education.

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government special schools:  Result for this school:  Median of all Victorian government special schools: 

School Profile

Enrolment Profile

A total of 142 students were enrolled at this school in 2015, 71 female and 71 male. There were 5% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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

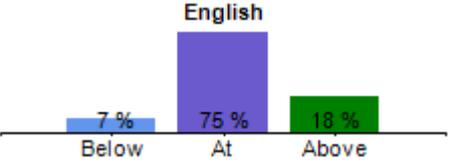
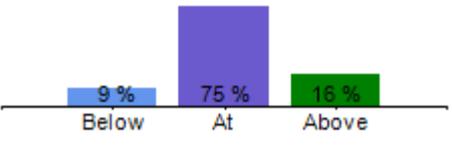
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Result for this school: ●

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 12 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p>  <p>Mathematics</p> 	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

How to read the Performance Summary

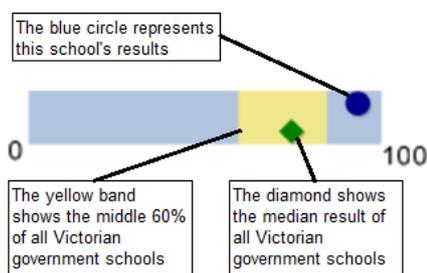
What are student outcomes?

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.

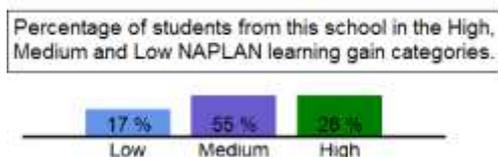
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

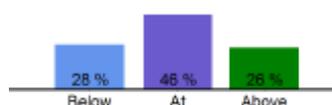


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

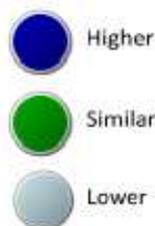


What is a School Comparison?

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 Aboriginal 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.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,772,051	High Yield Investment Account	\$188,643
Government Provided DET Grants	\$1,155,971	Official Account	\$11,877
Government Grants Commonwealth	\$2,609	Other Accounts	\$1,000,000
Government Grants State	\$9,725	Total Funds Available	\$1,200,519
Revenue Other	\$66,904		
Locally Raised Funds	\$90,982		
Total Operating Revenue	\$8,098,242		
Expenditure		Financial Commitments	
Student Resource Package	\$6,721,646	Operating Reserve	\$179,024
Books & Publications	\$4,589	Asset/Equipment Replacement < 12 months	\$153,500
Communication Costs	\$10,195	Capital - Buildings/Grounds incl SMS<12 months	\$290,000
Consumables	\$58,437	Maintenance - Buildings/Grounds incl SMS<12 months	\$150,000
Miscellaneous Expense	\$114,253	Revenue Received in Advance	\$2,000
Professional Development	\$31,234	School Based Programs	\$300,000
Property and Equipment Services	\$744,427	School/Network/Cluster Coordination	\$4,489
Salaries & Allowances	\$320,073	Provision Accounts	\$107,000
Trading & Fundraising	\$10,485	Capital - Buildings/Grounds incl SMS>12 months	\$14,506
Travel & Subsistence	\$25,817	Total Financial Commitments	\$1,200,519
Utilities	\$140,513		
Total Operating Expenditure	\$8,181,666		
Net Operating Surplus/-Deficit	(\$83,424)		
Asset Acquisitions	\$225,970		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

All funds received from the Department, 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.

Financial performance and position commentary

The school is substantially dependent upon government grants and has some additional revenue from locally raised funds and other revenue. However in 2015 there was a slight decrease in revenue from fundraising since 2014. Glenallen undertook a substantial upgrade of the year 11 and 12 recreational space. With increased salaries and motor vehicle expenses and the decrease in revenue this resulted in a net operating deficit in 2015. Glenallen is however still in a good financial position and with careful budgeting in past years exhaustive buildings and grounds works are due to be undertaken in 2016.