

# 2016 Annual Report to the School Community



School Name: Glenallen School

School Number: 4968



Name of School Principal:

Michael Cole

Name of School Council President:

Kate Wheller

Date of Endorsement:

March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## 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 119 staff (90.49 equivalent full time) encompassing; 3 Principal class staff, 41 teachers, 19 therapists, 49 program assistants, 4 administration staff, 2 technical staff, 3 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. 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.

### Framework for Improving Student Outcomes (FISO)

**Priority: Excellence in teaching and learning. Initiative: Curriculum planning and assessment**

**Key Improvement Strategy:**

1. To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.
2. Create a whole school culture of accountability and feedback focused on curriculum planning and assessment.

**Priority: Positive climate for learning. Initiative: Empowering students and building school pride**

**Improvement Strategy:**

1. Develop and implement a Glenallen Health and Safety Program addressing the areas of: Body Awareness and Personal Hygiene, Feelings, Public and Private and Safety.
2. Implement programs that cultivate an environment that enable student communication/choice making, student voice and leadership.

### Achievement

**AIP 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

In 2016 the Literacy Professional Learning Team (PLT) completed action research and data collection to identify what teachers used to assess conventional readers. The results demonstrated the need to establish a common understanding of evaluation and assessment tools, to use across the school. With the ongoing support of literacy consultant, Jane Farrell, a set of strategies and assessment tools were collated and assessment kits purchased. The PLT presented the assessment kits at a staff meeting in October, with the focus on reading records. A summary of 'Glenallen Literacy Teaching' resources was created to be given to prospective staff and newly appointed staff. This has resulted in the cohesion of teaching and its approach to literacy across the school.

In 2016 a Primary literacy resource room was purpose built to support guided and self-selected reading. This room now houses a range of reading resources, including but not limited to: PM Benchmark Reading assessments, PM Readers, iPads, Interactive reading resources, Guided reading packs (Clicker 6).

### Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement



**AIP 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 response to the Parent Opinion survey the Student Voice PLT compiled a list of extra-curricular activities being offered at Glenallen. The students were surveyed regarding which extra-curricular activities they currently enjoyed and extracurricular activities they would like introduced. Results from the student feedback ensured new extracurricular activities were introduced and resources purchased. This included an Art Club, bike riding, basketball machine and increased liberty swing use. The extracurricular activities were recorded and embedded into the student reporting process.

In 2016 the Communication Accessible Schools PLT implemented regular training opportunities for parents/carers and staff on the use of Augmentative and Alternative Communication (AAC). All families were offered training when their child received a new communication book and/or an electronic communication device. Staff were surveyed regarding their capacity to be an effective communication partner. This resulted in a staff PODD discussion group being held weekly to explore and use different communication books more effectively.

## Wellbeing

**AIP 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 and Safety.

In 2016 the Health and Safety PLT completed policy and program statements. This resulted in Body Awareness and Personal Hygiene being included in the student's 2016 ILPs. Body Awareness & Personal Hygiene programs were timetabled, implemented and included in each student's report. The PLT developed scope and sequence documents for the areas of Feelings, Public and Private, and Safety, in readiness for the full implementation of the program in 2017.

To determine students' wellbeing twenty-nine Glenallen students participated in the DET statewide Attitudes to School Survey. Glenallen student data was compared at a regional and statewide level. Student wellbeing levels were higher than the regional and statewide averages as were most areas in teaching and learning. The Glenallen Student Attitudes to School survey was modified for student accessibility with versions available in Clicker 6 and in Word. There were 83 respondents in total with a majority of students indicating a positive opinion of their learning, teacher support, sense of belonging, personal safety and lunchtime activities.

For more detailed information regarding our school please visit our website at [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 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 145 students were enrolled at this school in 2016, 78 female and 67 male. There were 14% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes																																																																																						
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p style="text-align: center;"><b>Results: English</b></p> <table border="1"> <caption>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>21%</td></tr> <tr><td>B</td><td>20%</td></tr> <tr><td>C</td><td>11%</td></tr> <tr><td>D</td><td>10%</td></tr> <tr><td>0.0</td><td>2%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F</td><td>6%</td></tr> <tr><td>F.5</td><td>1%</td></tr> <tr><td>1.0</td><td>3%</td></tr> <tr><td>1.5</td><td>3%</td></tr> <tr><td>2.0</td><td>2%</td></tr> <tr><td>2.5</td><td>1%</td></tr> <tr><td>3.0</td><td>3%</td></tr> <tr><td>3.5</td><td>1%</td></tr> <tr><td>4.0</td><td>1%</td></tr> <tr><td>5.0</td><td>1%</td></tr> <tr><td>5.5</td><td>1%</td></tr> <tr><td>6.0</td><td>1%</td></tr> <tr><td>7.0</td><td>1%</td></tr> <tr><td>8.0</td><td>1%</td></tr> <tr><td>9.0</td><td>1%</td></tr> <tr><td>10.</td><td>1%</td></tr> <tr><td>NA</td><td>4%</td></tr> </tbody> </table> <hr/> <p style="text-align: center;"><b>Results: Mathematics</b></p> <table border="1"> <caption>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>8%</td></tr> <tr><td>B</td><td>12%</td></tr> <tr><td>C</td><td>8%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>0.0</td><td>1%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F</td><td>10%</td></tr> <tr><td>F.5</td><td>1%</td></tr> <tr><td>1.0</td><td>5%</td></tr> <tr><td>1.5</td><td>2%</td></tr> <tr><td>2.0</td><td>1%</td></tr> <tr><td>2.5</td><td>1%</td></tr> <tr><td>3.0</td><td>1%</td></tr> <tr><td>3.5</td><td>1%</td></tr> <tr><td>4.0</td><td>1%</td></tr> <tr><td>5.0</td><td>1%</td></tr> <tr><td>6.0</td><td>1%</td></tr> <tr><td>NA</td><td>35%</td></tr> </tbody> </table>	Level	Percentage	A	21%	B	20%	C	11%	D	10%	0.0	2%	0.5	3%	F	6%	F.5	1%	1.0	3%	1.5	3%	2.0	2%	2.5	1%	3.0	3%	3.5	1%	4.0	1%	5.0	1%	5.5	1%	6.0	1%	7.0	1%	8.0	1%	9.0	1%	10.	1%	NA	4%	Level	Percentage	A	8%	B	12%	C	8%	D	5%	0.0	1%	0.5	1%	F	10%	F.5	1%	1.0	5%	1.5	2%	2.0	1%	2.5	1%	3.0	1%	3.5	1%	4.0	1%	5.0	1%	6.0	1%	NA	35%
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## Performance Summary

Engagement	Student Outcomes																	
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>33.8</td> <td>36.9</td> <td>36.0</td> <td>30.7</td> <td>34.3</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	33.8	36.9	36.0	30.7	34.3
Year	2013	2014	2015	2016	4-year average													
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<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0													



# 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, P-12 and specialist schools, 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).

## 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.

## 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.

# Changes in student achievement

## Victorian Curriculum F–10

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

## Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have other developmental delays (particularly students in the lower year levels).

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$7,121,188
Government Provided DET Grants	\$899,341
Government Grants Commonwealth	\$3,470
Government Grants State	\$9,725
Revenue Other	\$45,110
Locally Raised Funds	\$99,061
<b>Total Operating Revenue</b>	<b>\$8,177,895</b>

Expenditure	
Student Resource Package	\$7,056,126
Books & Publications	\$1,755
Communication Costs	\$10,393
Consumables	\$77,183
Miscellaneous Expense	\$79,198
Professional Development	\$34,126
Property and Equipment Services	\$786,352
Salaries & Allowances	\$370,763
Trading & Fundraising	\$15,631
Travel & Subsistence	\$16,551
Utilities	\$133,490

**Total Operating Expenditure** **\$8,581,567**

**Net Operating Surplus/-Deficit** **(\$403,672)**

**Asset Acquisitions** **\$85,375**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$305,406
Official Account	\$51,383
Other Accounts	\$300,000
<b>Total Funds Available</b>	<b>\$656,789</b>

Financial Commitments	
Operating Reserve	\$184,237
Asset/Equipment Replacement < 12 months	\$75,657
Capital - Buildings/Grounds incl SMS<12 months	\$144,016
Maintenance - Buildings/Grounds incl SMS<12 months	\$37,103
Revenue Received in Advance	\$2,000
School Based Programs	\$76,279
School/Network/Cluster Coordination	\$4,308
Other recurrent expenditure	\$133,190
<b>Total Financial Commitments</b>	<b>\$656,789</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.*