

2017 Annual Report to the School Community



School Name: Glenallen School

School Number: 4968



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Signed 19 April 2018 at 08:52 AM by Michael Cole (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Signed 20 April 2018 at 01:46 PM by Kate Wheller (School Council President)

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. Many students have complex needs and multiple disabilities.

Transdisciplinary teams include teachers, physiotherapists, occupational therapists, speech pathologists and a music therapist. The teams collaborate closely to plan, implement and evaluate individual student focussed learning programs in a holistic manner. The school employs 122 staff (92.25 equivalent full time) encompassing; 3 principal class staff, 37 teachers, 20 therapists, 51 program assistants, 4 administration staff, 2 technical staff, 3 nurses, 1 wellbeing officer and 1 maintenance manager.

The departments across the school include: Primary School; Secondary School; Transition School; Specialist (the Arts, STEM, Health and PE); Physiotherapy; Occupational Therapy and Speech Pathology. Division 1 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 maximizing 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 focussed 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 2017 the Literacy Professional Learning Team (PLT) continued to support staff in the implementation of the Four Blocks Literacy approach across all classrooms.

An evaluation of the resources housed in the Literacy Resource Room was completed and resulted in an inventory of resources. In addition, the resources were colour-coded to align with the Four Blocks areas (Writing, Guided Reading, Working with Words and Self Selected Reading) and categorized, labelled and divided into sub categories (i.e. onset rime, phonics, consonant-vowel-consonant structure, upper and lower case letters). A greater variety of resources for the Working With Words block was created for use across the school. A range of alternate pencils was made available for teachers to access and trial with students within the Writing block.

The PLT continued to provide professional development to staff, throughout the year. The presentations covered the Working with Words and Writing components of the Four Blocks literacy approach. The focus was to highlight the different techniques and approaches used between emergent and conventional literacy learners. The PLT provided an overview of the literacy resources available throughout the school including those on the school network, within the Literacy Resource rooms, and helpful websites to which the school subscribes.



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 enables student communication/choice making, student voice and leadership.

In 2017, the Student Voice PLT continued to expand the extra-curricular activities for students to participate in their leisure time at school. Such activities included Minecraft, Social Skills Club, Music Appreciation Group and Craft Club. This has required the willingness and preparedness of staff to organize and support extra-curricular programs at lunchtime. These activities are reported as part of the mid-year and end of year reporting cycle.

In 2017, the Communication Accessible Schools (CAS) PLT provided regular training opportunities for parents/carers and staff on the use of Augmentative and Alternative Communication (AAC). Group and individual training sessions were offered to families whose child had received a new communication book and/or electronic device.

A staff Pragmatic Organisation Dynamic Display (PODD) discussion group was held weekly, facilitated by speech pathologists, to explore and effectively use different communication books. The CAS PLT developed a PowerPoint focussing on communication in a variety of contexts at Glenallen School to use when speaking to volunteers and community groups.

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, Safety and Public and Private.

In 2017, the Health and Safety PLT completed the programs and developed resources for the areas of Body Awareness, Feelings and Public and Private. These topics were developed from the Health and Physical Education subject of the Victorian curriculum. These topics were timetabled and implemented into weekly classroom programs. The students' individual health and safety goals were reported in the mid-year and end of year reports. The PLT was instrumental in promoting personal safety awareness by hosting a whole school fundraising event for the Daniel Morcombe Foundation.

Twenty-eight students across the school participated in the online DET Attitudes to School Survey. In the FISO area of Excellence in Teaching and Learning, all domains scored a positive result between 72% and 95%. In the FISO area of Positive Climate for Learning, positive responses ranged from 80% to 92% in all domains. These results corroborate the data collected from the greater student population who participated in an abridged version of the DET survey.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 155 students were enrolled at this school in 2017, 82 female and 73 male.</p> <p>14 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>16%</td></tr> <tr><td>B</td><td>28%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>10%</td></tr> <tr><td>0.5</td><td>2%</td></tr> <tr><td>F - F.5</td><td>8%</td></tr> <tr><td>1 - 1.5</td><td>10%</td></tr> <tr><td>2 - 2.5</td><td>3%</td></tr> <tr><td>3 - 3.5</td><td>4%</td></tr> <tr><td>4 - 4.5</td><td>3%</td></tr> <tr><td>5 - 5.5</td><td>2%</td></tr> <tr><td>6 - 6.5</td><td>2%</td></tr> <tr><td>7 - 7.5</td><td>1%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>19%</td></tr> <tr><td>B</td><td>29%</td></tr> <tr><td>C</td><td>11%</td></tr> <tr><td>D</td><td>11%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>10%</td></tr> <tr><td>1 - 1.5</td><td>7%</td></tr> <tr><td>2 - 2.5</td><td>5%</td></tr> <tr><td>3 - 3.5</td><td>5%</td></tr> <tr><td>4 - 4.5</td><td>2%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>2%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	16%	B	28%	C	15%	D	10%	0.5	2%	F - F.5	8%	1 - 1.5	10%	2 - 2.5	3%	3 - 3.5	4%	4 - 4.5	3%	5 - 5.5	2%	6 - 6.5	2%	7 - 7.5	1%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	19%	B	29%	C	11%	D	11%	0.5	1%	F - F.5	10%	1 - 1.5	7%	2 - 2.5	5%	3 - 3.5	5%	4 - 4.5	2%	5 - 5.5	0%	6 - 6.5	2%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</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>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>36.9</td> <td>36.0</td> <td>30.7</td> <td>31.3</td> <td>33.7</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	36.9	36.0	30.7	31.3	33.7
Year	2014	2015	2016	2017	4-year average								
Average absence days	36.9	36.0	30.7	31.3	33.7								
<p>Exit destinations</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 excludes destinations recorded as 'Unknown'.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</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	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement

Student achievements in :

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

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 additional learning needs.

Financial Performance and Position

Financial performance and position commentary

Glenallen's surplus for 2017 is necessary to offset the schools total operating cash budget for 2018. Funds available at the end of 2017 is inclusive of the 2017 surplus, grants from third parties for 2018 received in advance, donations balance, fundraising balance plus a school operating reserve set by school council of \$300,000.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,565,958	High Yield Investment Account	\$688,111
Government Provided DET Grants	\$1,310,480	Official Account	\$23,842
Government Grants Commonwealth	\$5,484	Other Accounts	\$301,849
Government Grants State	\$36,358	Total Funds Available	\$1,013,802
Revenue Other	\$20,056		
Locally Raised Funds	\$247,239		
Total Operating Revenue	\$9,185,575		
Equity¹			
Equity (Social Disadvantage)	\$15,249		
Equity Total	\$15,249		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,468,392	Operating Reserve	\$185,985
Books & Publications	\$1,834	Asset/Equipment Replacement < 12 months	\$32,778
Communication Costs	\$12,511	Revenue Received in Advance	\$20,526
Consumables	\$68,010	School Based Programs	\$619,800
Miscellaneous Expense ³	\$103,774	Other recurrent expenditure	\$64,713
Professional Development	\$28,221	Capital - Buildings/Grounds incl SMS>12 months	\$90,000
Property and Equipment Services	\$499,558	Total Financial Commitments	\$1,013,802
Salaries & Allowances ⁴	\$336,665		
Trading & Fundraising	\$11,990		
Travel & Subsistence	\$13,690		
Utilities	\$150,373		
Total Operating Expenditure	\$8,695,017		
Net Operating Surplus/-Deficit	\$490,558		
Asset Acquisitions	\$46,207		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.

