

2018 Annual Report to The School Community



School Name: **Glenallen School (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 Registration 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 2018 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.

Attested on 21 March 2019 at 01:02 PM 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 Registration 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 2018 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.

Attested on 26 March 2019 at 11:43 AM 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 147 staff (105.61 equivalent full time) encompassing; 3 principal class staff, 40 teachers, 23 therapists, program assistants, 21 Personal Care Attendants, 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, Science Technology Engineering Mathematics - STEM, Health and PE); Physiotherapy; Occupational Therapy and Speech Pathology. Division 1 nursing staff support the medical needs of students.

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)

Initiative 1: Curriculum planning and assessment – to implement self- Selected Reading across the school.

Initiative 2: Building practice excellence - to improve the Performance and Development Culture within the school community.

Initiative 3: Curriculum planning and assessment – to improve teacher capacity in delivering the Victorian Curriculum.

Key Improvement Strategies:

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.
3. To improve teacher capacity in delivering the Victorian Curriculum.
4. To build/ develop teacher/Professional Learning Community (PLC) capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum.
5. Establish and define the role of the Learning Specialist.
6. 100% teaching staff will have been provided with access to and developed comprehensive work programs

Progress and highlights:

Initiative 1: The Literacy PLT has continued to work tirelessly this year to support Glenallen staff to continue the implementation of the Four Blocks Literacy approach across all classrooms. Collected data from students and staff to help guide where money and resources would be best put using the School's Plus Library Upgrade funding. A student opinion survey for Glenallen's conventional students was designed and the data collected. An online survey was created for teachers to better understand their challenges and their needs with regards to the library and literacy resources. This survey was completed by 16 teaching staff.

Initiative 2: In Semester 1 the link to "Australian Teaching Standards" (The Standards) was placed on the school intranet for all staff to access. The information dissemination was via staff meeting, team meetings and section meetings

Staff have been supported to use The Standards when writing their smart goals for their Professional Development Program (PDP). Staff were provided with a copy of The Standards at the beginning of the year. Reviewers supported and collaborated with staff to reflect on where their skills were using The Standards. A

survey monkey was created to gauge staff understanding and use of The Standards resulting in 100% of teaching staff connecting their PDPs with The Standards.

As part of teachers receiving multiple sources of feedback, all teachers graded themselves against The Standards in their mid-year PDP, met with their reviewers to discuss and reflect on teaching and learning practices, and shared practices as part of the curriculum day.

This year the Professional Learning Team (PLT) developed a new observational rounds policy. This policy was adopted by the staff and ratified by school council.

Initiative 3: In terms 3 and 4 the PLT have developed a curriculum mapping tool. The tool utilises the scope and sequence from the Victorian Curriculum and allows teachers to track the content delivered and forms part of the assessment against the achievement standards from A-10 in all areas. Role descriptions were developed to support the appointment of a Literacy and Numeracy Learning specialist. The school appointed 2 x Learning Specialist to commence in 2019.

This year the Curriculum PLT provided staff access to a range of work program samples. The work programs were presented through section meetings. Teachers worked collaboratively to look at their work programs during their PPDs. There is a more consistent approach to the formatting of the work programs which is making it easier for Casual Relief Teachers to read in each classroom.

Achievement

ACHIEVEMENT

SSP Goal: To improve individual student learning outcomes in literacy/communication.

AIP 12 month target:

- Self-selected Reading implemented across the school.
- 90% of students will achieve at a satisfactory or above level in their literacy/communication.

FISO Initiative: Curriculum and Assessment

Throughout 2018 the Literacy PLT has provided various levels of professional learning opportunities to staff, including:

- A series of Emergent Literacy Learner workshops were run after school on a Thursday during Term 1 and 2. Over 30 people signed up for each of the 3 sessions, with each session attended by 20-30 people. This included a range of teachers, therapists and aides, some of whom attended out of their work hours in order to get a better idea of the program and assistance they can provide to Glenallen's large emergent literacy learner population.
- A series of Conventional Literacy Learner workshops were also run after school on a Tuesday during Term 2. Whilst 15 people signed up for each of the 3 sessions, only 9 individuals attended each session, almost all of whom were teachers.
- On behalf of the PLT, Lucy & Sarah presented on the staff curriculum day in August on how to use the PM Benchmark assessment for students who are non-verbal. They included general background information of the assessment as well as handouts of how to make the changes and videos of these adaptations with 2 different students.
- Self-Selected Reading (SSR) presentation at staff meeting.

Recommendations for 2019 (Copy from Strategic Plan or provide revised goals if required)

The school will continue to further develop and strengthen literacy in 2019 through:

- Resource allocation and staffing
- Refocusing on PLTs to PLCs structure
- Review and adjust literacy assessment protocols
- Continue to provide ongoing support to staff on The Four Blocks Approach to Literacy
- Follow through with the Schools Plus Project – purchase resources, train staff on how to use new software/programs, collect post-data.

Engagement

ENGAGEMENT

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

AIP 12 month target:

- Collation and review of data relating to staff capacity to be an effective communication partner
- Improve the parent opinion survey response rate in relation to extra curricula activities by 10%
- Increase in student feedback data (4%)

FISO Initiative: Not selected

Throughout 2018 extra-curricular activities offered were increased significantly, including but not limited to Art club, Minecraft, Friendship Club, Felting, Bands and Choirs, Sport, Karaoke, Air Hockey, basketball. Extra-curricular activities that students choose to participate in were reported twice yearly to parents. The Student Voice PLT used Clicker 7 to design and develop an accessible Attitudes to School survey for students with complex communication needs, which was based on the Department of Education and Training survey. This allowed the students to inform their teachers of whether they felt safe, supported and engaged in their learning and school life. The results of the student surveys were positive on all levels. The role of the school captains was expanded to incorporate a wider range of responsibilities within the school and community. This includes but is not limited to; Annual Monash Youth Leadership forum, Parliament house program for student leaders, Conduct department and whole school assemblies, Participate in school tours, Public speaking for school and community events.

We expect the school will continue to further develop and Student engagement in 2019 through:

- 50 % of parents will respond positively on the parent opinion survey in relation to extra curricula activities.
- A 10% improvement in the area of engagement within the students' attitude to schools survey.

This will continue to be addressed at a school level across the term and reviewed for the next strategic plan.

Wellbeing**WELLBEING**

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

AIP 12 month target:

- 90% of students will achieve a satisfactory or above level in their Health and Safety Program goals.
- 10% improvement in the area of wellbeing within the attitudes to school survey.

Throughout 2018 the school promoted a safe learning environment for all. This was embedded in our school values and culture. Our policies and procedures have been reviewed this year to meet the Child Safe standards. Information dissemination on Child Safe, inclusivity and student engagement occurred through a variety of platforms including, but not limited to; staff meetings, section meetings, team meetings and parent newsletters. The schools values and vision are embedded on the schools website, in school policies, minutes, and displayed across the school. Student's individual goals are reflected in their ILP and are assessed and reported on twice yearly. Individual goals are modified to reflect student achievement. Glenallen School embraces and respects the cultural diversity of our students and families through the celebration and implementation of Harmony Day, religious instruction opportunities and school concerts. The parent opinion survey and students' attitudes to school survey data reflected the opinion that Glenallen is a safe, respectful and inclusive learning environment. The feedback received from volunteers and members of the broader community validate our high expectations of a positive, safe and inclusive learning environment.

The school will continue to further develop student wellbeing in 2019 through:

- Formulating a respectful relationships action plan for 2019
- Review and update current policies to include respectful relationships/child safe.

Financial performance and position

Glenallen had a surplus at the end of 2018 which comprises Grants received in 2018 to be expended in 2019. Tax deductible donations were received which will provide for future projects that benefit the students. Part of the surplus would normally have been expended in the utility budget however a major refurbishment was undertaken at the Pool. Due to the closure of this area the school saw a significant cost reduction in Gas. With the

changeover of electricity provider toward the end of 2018, the last quarter's utility invoicing was not received until 2019.

For more detailed information regarding our school please visit our website at <http://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 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

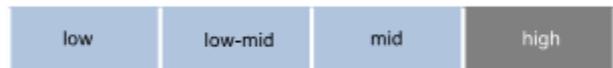
Enrolment Profile

A total of 158 students were enrolled at this school in 2018, 84 female and 74 male.

14 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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>Results: English Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>15%</td></tr> <tr><td>B</td><td>14%</td></tr> <tr><td>C</td><td>26%</td></tr> <tr><td>D</td><td>12%</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>9%</td></tr> <tr><td>2 - 2.5</td><td>4%</td></tr> <tr><td>3 - 3.5</td><td>3%</td></tr> <tr><td>4 - 4.5</td><td>4%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>1%</td></tr> <tr><td>7 - 7.5</td><td>1%</td></tr> <tr><td>8 - 8.5</td><td>1%</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>Results: Mathematics Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>17%</td></tr> <tr><td>B</td><td>22%</td></tr> <tr><td>C</td><td>20%</td></tr> <tr><td>D</td><td>9%</td></tr> <tr><td>0.5</td><td>1%</td></tr> <tr><td>F - F.5</td><td>9%</td></tr> <tr><td>1 - 1.5</td><td>8%</td></tr> <tr><td>2 - 2.5</td><td>4%</td></tr> <tr><td>3 - 3.5</td><td>3%</td></tr> <tr><td>4 - 4.5</td><td>3%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>1%</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>	Level	Percentage	A	15%	B	14%	C	26%	D	12%	0.5	1%	F - F.5	10%	1 - 1.5	9%	2 - 2.5	4%	3 - 3.5	3%	4 - 4.5	4%	5 - 5.5	1%	6 - 6.5	1%	7 - 7.5	1%	8 - 8.5	1%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	17%	B	22%	C	20%	D	9%	0.5	1%	F - F.5	9%	1 - 1.5	8%	2 - 2.5	4%	3 - 3.5	3%	4 - 4.5	3%	5 - 5.5	1%	6 - 6.5	1%	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	15%																																																																												
B	14%																																																																												
C	26%																																																																												
D	12%																																																																												
0.5	1%																																																																												
F - F.5	10%																																																																												
1 - 1.5	9%																																																																												
2 - 2.5	4%																																																																												
3 - 3.5	3%																																																																												
4 - 4.5	4%																																																																												
5 - 5.5	1%																																																																												
6 - 6.5	1%																																																																												
7 - 7.5	1%																																																																												
8 - 8.5	1%																																																																												
9 - 9.5	0%																																																																												
10 - 10.5	0%																																																																												
11 - 11.5	0%																																																																												
NA	0%																																																																												
Level	Percentage																																																																												
A	17%																																																																												
B	22%																																																																												
C	20%																																																																												
D	9%																																																																												
0.5	1%																																																																												
F - F.5	9%																																																																												
1 - 1.5	8%																																																																												
2 - 2.5	4%																																																																												
3 - 3.5	3%																																																																												
4 - 4.5	3%																																																																												
5 - 5.5	1%																																																																												
6 - 6.5	1%																																																																												
7 - 7.5	1%																																																																												
8 - 8.5	0%																																																																												
9 - 9.5	0%																																																																												
10 - 10.5	0%																																																																												
11 - 11.5	0%																																																																												
NA	0%																																																																												

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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>36.0</td> <td>30.7</td> <td>31.3</td> <td>37.9</td> <td>34.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	36.0	30.7	31.3	37.9	34.0
Year	2015	2016	2017	2018	4-year average								
Average absence days	36.0	30.7	31.3	37.9	34.0								
<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>2015</th> <th>2016</th> <th>2017</th> <th>2018</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	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
Year	2015	2016	2017	2018	4-year average								
% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0								

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,907,707	High Yield Investment Account	\$1,091,058
Government Provided DET Grants	\$1,651,954	Official Account	\$58,193
Government Grants Commonwealth	\$26,961	Other Accounts	\$308,673
Government Grants State	\$64,061	Total Funds Available	\$1,457,923
Revenue Other	\$37,578		
Locally Raised Funds	\$152,253		
Total Operating Revenue	\$9,840,514		
Equity¹			
Equity (Social Disadvantage)	\$11,870		
Equity Total	\$11,870		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,743,351	Operating Reserve	\$221,601
Books & Publications	\$2,633	Funds Received in Advance	\$55,013
Communication Costs	\$17,390	School Based Programs	\$769,924
Consumables	\$78,824	Asset/Equipment Replacement < 12 months	\$73,425
Miscellaneous Expense ³	\$101,103	Capital - Buildings/Grounds < 12 months	\$282,960
Professional Development	\$36,659	Maintenance - Buildings/Grounds < 12 months	\$55,000
Property and Equipment Services	\$579,027	Total Financial Commitments	\$1,457,923
Salaries & Allowances ⁴	\$385,083		
Trading & Fundraising	\$10,449		
Travel & Subsistence	\$18,916		
Utilities	\$177,208		
Total Operating Expenditure	\$9,150,642		
Net Operating Surplus/-Deficit	\$689,872		
Asset Acquisitions	\$71,542		

- (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 15 March 2019 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.

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*' or '*ND*' mean?

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.