

2019 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 2019 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 27 March 2020 at 02:37 PM by Michael Cole (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 October 2020 at 05:00 PM by Kate Wheller (School Council President)

About Our School

School context

Vision: Glenallen School 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.

Values: The school's core values of communication, respect, teamwork and learning underpin all that we do.

Purpose: 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.

Workforce Composition: 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.

Geographical Location: Glenallen is located at 7 Allen Street, Glen Waverley, with a designated transport area crossing both Southern and Eastern regions.

Size and structure: The school building is situated on a 10 acre site and able to cater for 185 students. The school departments 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.

Framework for Improving Student Outcomes (FISO)

FISO initiative: Building Practice Excellence

Strategic Goal: To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.

Target: At the end of 2019 all students will be assessed and placed in a level of the Victorian Curriculum.

KIS: Continue to build leadership capacity at various levels to guide, support and direct implementation of the instructional model, the improvement of instructional practice, and improvement of student learning.

Outcome: Fortnightly PLC training meetings were undertaken with teachers and therapists. Sessions focussed on the purpose of PLC's and the process of an inquiry cycle. Staff were surveyed using the PLC maturity matrix to ascertain a baseline of the staff perception of the school's current progress in the PLC initiative. The results indicated that the school was at the evolving phase. Staff were also asked to visually represent their personal understanding of PLC's. Data was provided in the area of number and algebra and staff were guided through a number of protocols including the "Questioning Formulation Protocol", "Notice and Wonder" to delve more deeply into the data. The process allowed staff to understand how to use student data to identify a problem of practice and to formulate an inquiry question to improve student learning outcomes.

Staff were also provided with professional readings to help them understand their role within a PLC, whether that be as a leader or a participant.

Staff completed the PLC maturity matrix at the end of the training and the results showed that we had moved as a school towards embedding. The staff's personal understanding and growth was also represented in their visual graphic.

Achievement

Across the three domains of English speaking & listening, writing, reading & viewing, over 95% of students achieved satisfactory or above their English level (i.e. have stayed at level or have moved up).

Staff training was provided at curriculum days and/or staff meetings. Transdisciplinary teams comprising the Literacy Learning Specialist and Speech Pathologists have presented on each of the 4 blocks Guided Reading, Self selected Reading, Shared Reading, Working with Words, as well as assessments, resources, examples of programs/activities occurring in classrooms.

All students participate in meaningful literacy instruction every day based on 4 Blocks Literacy Program. Literacy skills are taught and assessed

Literacy skills taught and assessed against the Victorian Curriculum English content. A key underpinning of our programs is that all staff presume competence in all of our students.

Some highlights from 2019 are:

- 3x 1 hour after school session were run about the 4 Blocks for emergent literacy learners. Between 20-30 people attended each of these sessions, including a range of teachers, therapists and aides.
- 3x 1 hour after school sessions were also run about the 4 Blocks for conventional literacy learners. About 10 staff attended these sessions, almost all of whom were teachers. It should be noted that Glenallen has a larger cohort of emergent literacy learners than conventional.
- The PLT has also worked together to build the literacy resources available to staff in order to facilitate program delivery. This is reflected by our great Literacy Resource Room, which has been organised to show what block a resource might be relevant to (e.g. "chunking words" game = working with words).
- All students receive a comprehensive Individual Learning Plan which identifies the level of the Victorian Curriculum they are working at across all domains. At the end of the year students report reflect their achievements against the standards as well as their engagement in each domain.

In preparation for 2020, the PLC structure will be confirmed and the meeting schedule to be reviewed to ensure that the PLC is given adequate time and that staff are not burdened with time constraints.

PLC leaders will be provided with extra professional learning to ensure that they have the skills and resources to guide their PLC.

Teachers will have further professional learning on the Victorian Teaching and Learning Model with a specific focus on High Impact Teaching Strategies, and the pedagogical model, "Gradual Release of Responsibility".

Engagement

2019 was a transition year for Glenallen School. We were moving to a new Strategic Plan. The school established the following goal: To create empowered learners who are actively engaged in communication and their learning. Our four year targets are:

By 2022, the percentage of students responding positively to the following measures contained in the Student Attitudes to School Survey to be at or above 90 per cent:

- social engagement domain
- student Voice and agency
- sense of inclusion

In the 2019 Student Attitudes to school survey the results were as follows Student voice and agency 84%, and Sense of inclusion 85%. These results, whilst positive, show that this is an area of focus for 2020 and beyond. The school is implementing programs to support students in this area, utilising the school community welfare officer, implementing structured and explicit teaching and learning programs, attending leadership programs to strengthen the skills of the school and SRC leaders.

By 2022, the percentage of parents responding positively to the Parent Opinion Survey student agency and voice measure to be at or above 85 per cent (75 per cent in 2018). The 2019 Parent Opinion Survey recorded a 76% positive response to this domain. This is a slight increase on 2018 and indicates that the measures that we have begun implementing such as including information in school newsletter highlighting the ways students are having a say such as the SRC, school leaders, the Duke of Edinburgh program.

Glenallen School has always striven to support families and students to be active participants in school and education. We have an identified cohort of students whose medical needs make it difficult for them to attend school. In 2019 a re-

engagement program was established with the school allocating a teacher and performing arts teacher to be timetabled for home visits and offer sessions at school. This program will be refined in 2020, allowing a dedicated teacher 2 days per week to make home visits providing students with the connectedness to Glenallen School and their peers. There will be 6 students involved in this program.

Wellbeing

The new Strategic Plan has identified the following goal: To enhance the safety, connectedness and wellbeing of all students. The four year targets to support this goal are:

By 2022 the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:

-sense of connectedness

- I feel safe at this school

The 2019 Students Attitude to School survey indicated the following positive response rates: Sense of Connectedness 86%, I feel safe at school 86%. These results indicate that students at school feels a sense of belonging and safe at school. We are continuing to implement programs to increase the positive feeling of connections both at the student and school level. School Wide Positive Behaviour Support continues to be utilised and embedded across the school. The language around safety and student behaviour is now framed in a positive approach.

By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey to be at or above 90 per cent. The 2019 Parent opinion survey indicates the following positive response in this domain: 86%. Glenallen school consistently provides information to parents on their child's progress via are formal report timelines and scheduled Student Support Group Meetings. Parents are also in regular contact with the class teacher via the school diary. The school is proactive in it's response to parent requests or concerns.

Financial performance and position

Glenallen school ended the year with a surplus which relates to the Student Resource Package. Due to the students complex medical conditions and variable enrolment numbers over the calendar year, Glenallen needs to ensure sufficient SRP funds for committed staffing costs.

In 2019 the senior students attended a camp in Canberra. Donations were sought along with staff fundraising events to provide financial assistance to students to attend this valuable educational opportunity. Glenallen replaces staff who are absent and therefore our Casual Relief Teaching, non teaching and Personal Care Attendant service provider expenses are high. Permanent staff can be difficult to recruit into advertised positions.

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.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

Enrolment Profile

A total of 168 students were enrolled at this school in 2019, 84 female and 84 male.

14 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.8	88.6	83.0	93.9

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.9	64.9	56.9	73.7

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	3.7		8.5
B	21.8		27.9
C	25.3		19.7
D	14.3		9.4
0.5			
F	9.0		11.2
F.5	1.1		0.5
1	11.0		8.5
1.5	1.1		0.2
2	3.2		5.9
2.5	0.5		
3	2.3		2.1
3.5			1.1
4	0.9		0.5
4.5	1.1		2.5
5	1.6		0.7
5.5	0.5		0.7
6	0.5		
6.5	0.5		
7	0.2		
7.5	0.5		0.7
8	0.2		
8.5	0.7		
9			
9.5			
10			
10.5			
11			
11.5			
NA			

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning.

Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2016	2017	2018	2019	4 year average
Average number of absence days	30.7	31.3	37.9	38.5	34.6

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Student Exits	2016	2017	2018	2019	4 year average
Percent exiting to further studies or full-time employment	100.0	100.0	100.0	np	100.0

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$10,264,499
Government Provided DET Grants	\$1,086,206
Government Grants Commonwealth	\$6,672
Government Grants State	\$67,957
Revenue Other	\$30,284
Locally Raised Funds	\$146,315
Capital Grants	\$0
Total Operating Revenue	\$11,601,933

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,619
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,619

Expenditure	Actual
Student Resource Package ²	\$9,222,110
Adjustments	\$0
Books & Publications	\$2,413
Communication Costs	\$12,206
Consumables	\$86,597
Miscellaneous Expense ³	\$119,801
Professional Development	\$43,053
Property and Equipment Services	\$518,654
Salaries & Allowances ⁴	\$539,850
Trading & Fundraising	\$18,123
Travel & Subsistence	\$27,561
Utilities	\$222,680
Total Operating Expenditure	\$10,813,048
Net Operating Surplus/-Deficit	\$788,885
Asset Acquisitions	\$92,261

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,068,820
Official Account	\$7,303
Other Accounts	\$0
Total Funds Available	\$1,076,123

Financial Commitments	Actual
Operating Reserve	\$250,243
Other Recurrent Expenditure	\$6,651
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$264,384
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$844
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$554,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,076,122

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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 two 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 'NP'?

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

'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').