

# 2020 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](http://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 2020 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 17 March 2021 at 02:04 PM by Michael Cole (Principal)

The 2020 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 24 March 2021 at 11:32 AM by Kate Wheller (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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').

## 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:** Excellence in Teaching and Learning

Four year strategic goal: To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.

12 month Target: 85% of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress in Reading and Viewing, Writing, Number and Algebra.

KIS 1a

Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).

KIS 1b

Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.

**Outcome:** The meeting schedule was re-evaluated and PLC's were scheduled to occur regularly throughout the year. Due to the impact of Covid19, the PLC process and implementation was not able to be commenced in second semester. The professional learning that was scheduled was not able to be undertaken given the shift in priorities of the school to ensure that staff and students were supported and able to engage with remote and off-site learning. Term 1 provided opportunities for staff to reacquaint themselves with the inquiry cycle. Professional discussions were begun with senior leadership to determine the most effective structure of our PLC's. We took into account the differing points of need for teachers versus our allied health teams. During flexible and remote learning, the focus shifted to ensuring students and families were supported and engaged in their learning as much as possible.

This Key Improvement Strategy (KIS) will be rolled over into the 2021 Annual Implementation Plan. This KIS will be supported by:

1. Review whole school meeting schedule to:
  - prioritise time for staff to meet in their new PLCs
  - allow teachers to undertake professional learning on the Gradual Release of Responsibility.
2. Implement a PLC structure:
  - This goal will be addressed through professional learning opportunities for staff
  - a rigorous revision of the meeting schedule to ensure adequate time for staff to participate in professional learning.

**Achievement**

Goal 1: To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.  
 Target 1.1: 85% of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning level or make learning Level progress in Reading and Viewing, Writing, Number and Algebra.

Throughout remote and flexible learning, staff continued to offer innovative and engaging literacy and numeracy programs. Staff worked with families to determine the most effective way to teach these programs, whether it be via asynchronous or synchronous learning. Teachers posted work to the Global2 blogs and provided timely feedback to students on their work.

Despite the difficulties of remote learning, the data from the student end of year reports showed the following positive student achievements:

Victorian Curriculum progress	Total students assessed	% students at same level	% students who made 1 level
Reading and Viewing	155	83%	17%
Writing	162	80%	20%
Number and Algebra	159	81%	19%

All students at Glenallen are on the PSD and received an individual learning plan (ILP) as well as mid year and end of year reports. These reports reflected the changes due to remote and flexible learning and highlighted the students achievements during this time.

**Engagement**

Teachers and therapists implemented a high quality, innovative learning program utilising various digital platforms. Webex and blogs were used to provide continuity of learning and ensure that students and their families maintained their connectedness to school. All classes utilised the Global2 blog sites, posting learning activities, videos, support materials, therapy activities and items that were just for fun and engagement. Once we were informed the lockdown would continue longer than the initial two weeks and staff were trained in using Webex safely, every class was offered one or more live session per school day. Students and their families were provided with a very flexible model to respect individual family circumstances.

Class teams, sub school teams, whole staff and senior leadership continued to meet, virtually, on a regular basis. This ensured that staff remained connected to the school and their colleagues. Staff were provided with many avenues to support their own mental health and wellbeing.

Once onsite learning recommenced in term 4, staff provided an engaging and safe learning environment which assisted students to quickly re engage with school, thus leading to positive academic and social achievements. Students who found attending remote learning challenging were contacted by a member of their class team regularly. Alternative access options were discussed and implemented. Where necessary, equipment and resources were delivered to students homes to enable parents/carers to assist the students in attending and completing class work. In 2021 the school will continue to offer alternative programs to students who are unable to attend school due to their complex medical conditions. A dedicated teacher will conduct regular home visits as well as facilitate the provision of educational programs that can be implemented by families in the home. The aim of this is to reengage the students back on site.

**Wellbeing**

School staff maintained regular contact with families who found remote learning difficult. Families were offered alternative ways to support their child, equipment and resources were provided to enable students to participate, and support service contacts were provided.

Glenallen School remained open for all students of essential workers and those families deemed vulnerable. The school staff, from the Principal, Coordinators, Teachers, Nurses, Allied Health Professionals, Health and Wellbeing Officer and Educational Support Staff formed a trans-disciplinary team around the child approach to support students and families. The school liaised with a number of outside agencies and organisations to ensure the students and families' wellbeing was a high priority. Staff health and wellbeing was closely monitored including weekly online staff meetings and check-ins to provide staff with extra support including the Employee Assistance Program and COVID safe updates.

### **Financial performance and position**

The Financial Performance and Position of Glenallen School for the year ending December 2020 shows a surplus of \$1,497,849. The bulk of this amount is committed funds for Building and Grounds improvement works that have initial VSBA approval. These works include a Bus Shelter and car parks to give greater safety for the 16 daily Student Transport bus arrivals and departures, safer parking for parents, visitors and emergency vehicles. The foyer and library upgrade are identified works prioritized due to OHS issues identified, and will give parents and students more disability access to the school, improved access to the school library and educational programs. In 2020 Glenallen school purchased a 25 seater Mitsubishi Rosa Bus to assist in further providing active learning opportunities to our growing student population. Covid19 and remote learning did initially reduce our staff replacement costs however the government requirement for the casual payroll Covid compensation lessened the savings. We were lucky enough to receive the Equipment Boost Funding initiative for purchase Physiotherapy equipment provided the school funded an equivalent amount. Total equipment purchased was approximately \$86,000 and the items have been a great assistance to our students.

**For more detailed information regarding our school please visit our website at <https://glenallen-sch.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools 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 Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 180 students were enrolled at this school in 2020, 91 female and 89 male.

18 percent of students had English as an additional language and NDP 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.

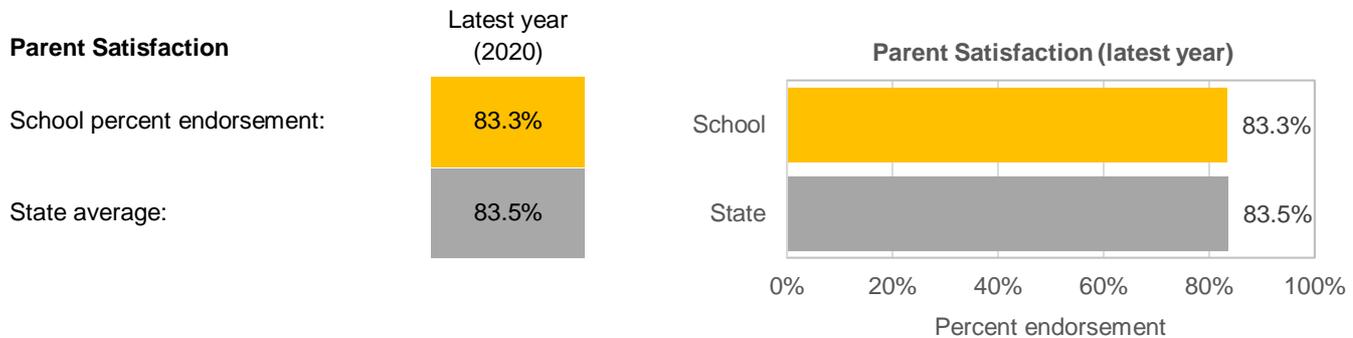
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

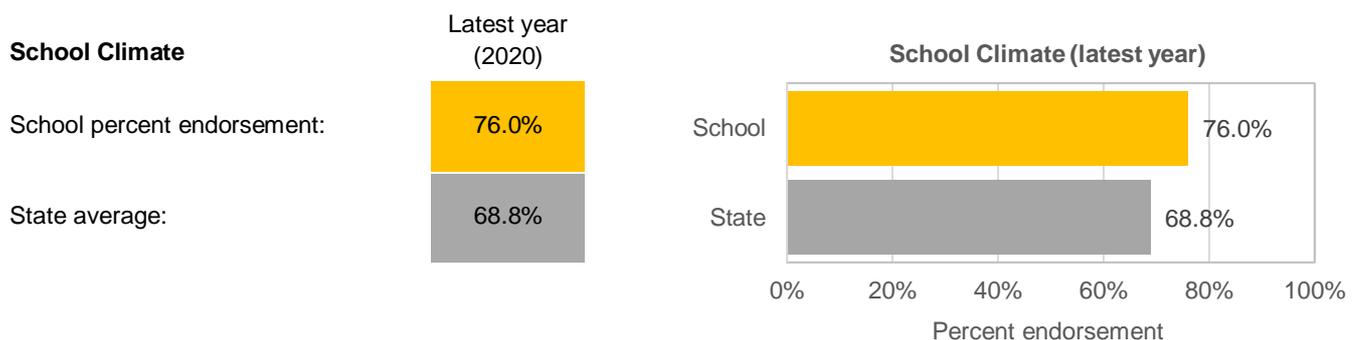


### School Staff Survey

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.



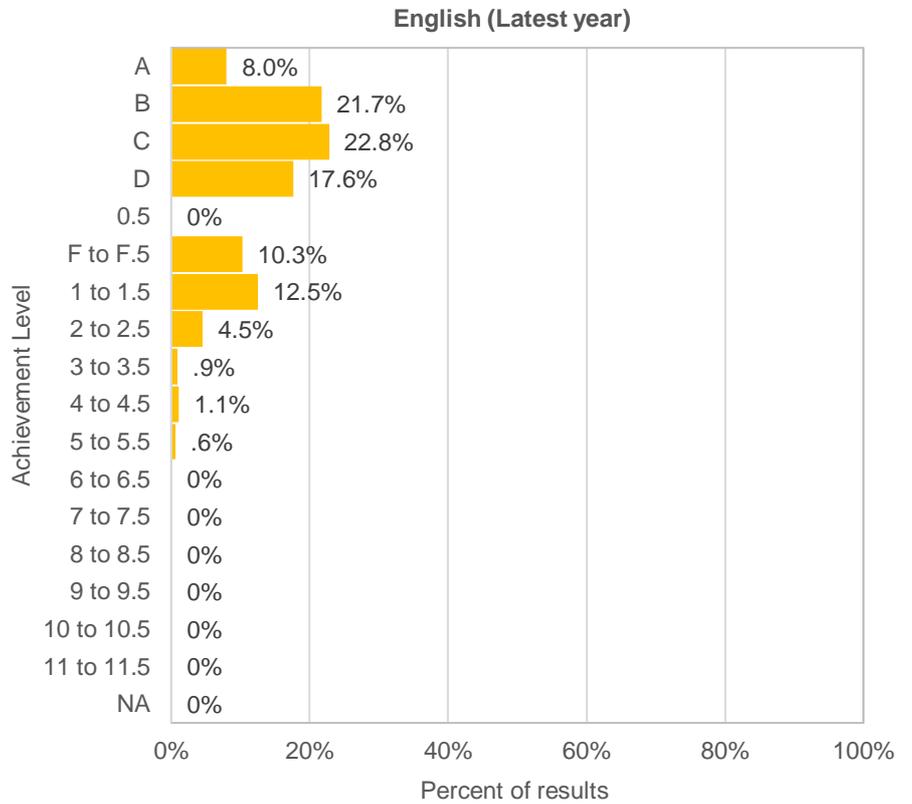
## ACHIEVEMENT

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

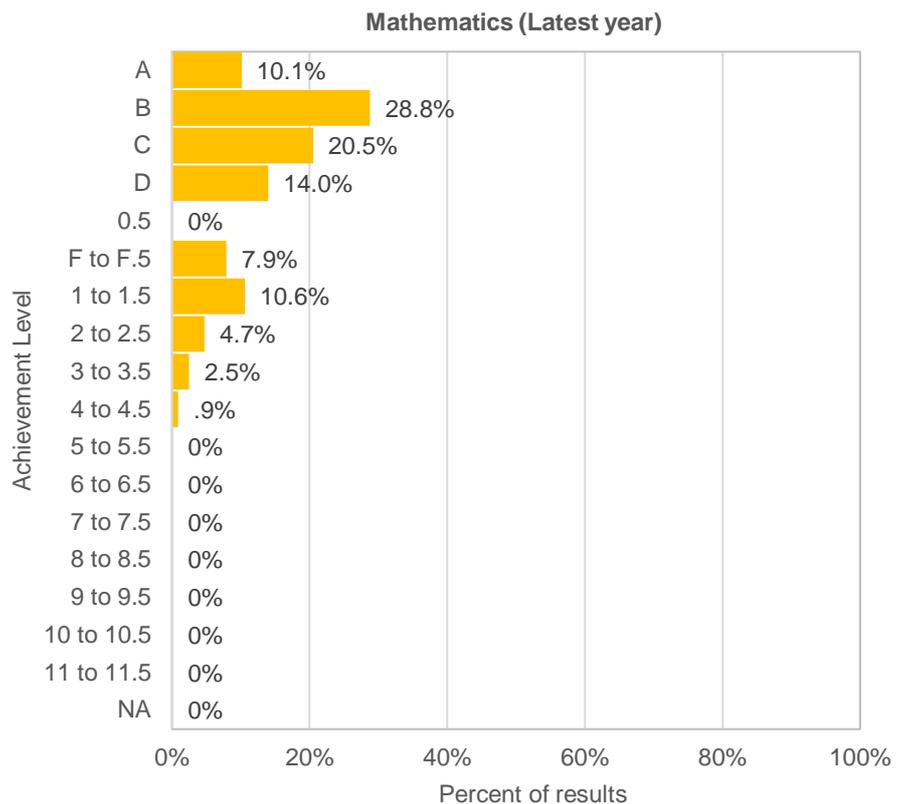
#### English

Achievement Level	Latest year (2020)
A	8.0%
B	21.7%
C	22.8%
D	17.6%
0.5	NDA
F to F.5	10.3%
1 to 1.5	12.5%
2 to 2.5	4.5%
3 to 3.5	0.9%
4 to 4.5	1.1%
5 to 5.5	0.6%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	10.1%
B	28.8%
C	20.5%
D	14.0%
0.5	NDA
F to F.5	7.9%
1 to 1.5	10.6%
2 to 2.5	4.7%
3 to 3.5	2.5%
4 to 4.5	0.9%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## 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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	31.1	38.0	38.6	44.2	38.2

### Students exiting to further studies or full-time employment

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

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

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	100.0%	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$12,025,737
Government Provided DET Grants	\$1,695,392
Government Grants Commonwealth	\$4,950
Government Grants State	\$67,560
Revenue Other	\$41,478
Locally Raised Funds	\$81,842
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$13,916,959</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,623
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$17,623</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,693,527
Adjustments	NDA
Books & Publications	\$2,442
Camps/Excursions/Activities	\$4,074
Communication Costs	\$15,398
Consumables	\$73,478
Miscellaneous Expense <sup>3</sup>	\$65,164
Professional Development	\$16,464
Equipment/Maintenance/Hire	\$423,070
Property Services	\$409,100
Salaries & Allowances <sup>4</sup>	\$446,704
Support Services	\$36,952
Trading & Fundraising	\$12,477
Motor Vehicle Expenses	\$13,666
Travel & Subsistence	\$2,850
Utilities	\$203,743
<b>Total Operating Expenditure</b>	<b>\$12,419,110</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,497,849</b>
<b>Asset Acquisitions</b>	<b>\$602,362</b>

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$683,969
Official Account	\$19,220
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$703,188</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$275,885
Other Recurrent Expenditure	\$2,101
Provision Accounts	\$10,000
Funds Received in Advance	NDA
School Based Programs	\$122,991
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,535
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$290,676
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$703,188</b>

*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.*