

2021 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 2021 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 22 March 2022 at 01:11 PM by Michael Cole (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2022 at 03:26 PM by Danny Williams (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

How to read the Annual Report (continued)

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.

'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.

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 disabilities 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 encompassing; 3 principal class staff, 40 teachers, 23 therapists, 52 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 186 students (87 males and 99 females). 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 a particular focus on English and Mathematics.

12-month Target: The school will ensure that the health and wellbeing of staff and students is a priority. Strategies to support the health and wellbeing of staff and students will be embedded into the policies and practices across the school. The school will continue to support and re-engage students and their families who have found attendance at school difficult due to Covid19 and other factors. The school will continue to provide high-level literacy and numeracy instruction to ensure the students maintain or improve on their current levels of achievement against the standards A-10 in the Victorian Curriculum.

KIS 1a. Learning, catch-up and extension priority
KIS 1b. Happy, active and healthy kids priority
KIS 1c. Connected schools priority

Due to the impact of Covid19, the PLC process and implementation was commenced in term 2. A limited number of professional learning activities were scheduled in terms 3 & 4 to ensure that staff and students were supported and able to engage with remote and off-site learning.

Professional discussions continued 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.

Achievement

In 2021 the school continued to provide high-level literacy and numeracy instruction to ensure the students maintained or improved on their current levels of achievement against the standards A-10 in the Victorian Curriculum. 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	122	80%	18%
Writing	122	72%	27%
Number and Algebra	122	74%	25%

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 student's achievements during this time.

Engagement

Teachers and therapists developed and strengthened the existing high quality, innovative learning programs that utilised various digital platforms. Webex, Microsoft Teams 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. Staff were trained in using Webex safely and every class was offered four live sessions per school day (this was a substantial increase from the previous year). 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.

Hybrid learning arrangements including onsite and virtual learning were offered to the students and families, allowing greater re-engagement back to onsite attendance.

Staff provided an engaging and safe learning environment both online and onsite, which assisted students to quickly re-engage with school and their learning, this resulted in continued positive academic and social achievements.

Wellbeing

School staff maintained regular contact with all families throughout the year. The school continued to offer families 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 due to their status as vulnerable, additionally online learning was offered to those students learning from home.

The school staff, from the Principal, Coordinators, Teachers, Nurses, Allied Health Professionals, Health and Wellbeing

Officer and Educational Support Staff continued to work as trans-disciplinary teams 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 briefings to provide staff with extra support including the Employee Assistant Program and COVID safe updates.

Finance performance and position

Glenallen School ended the year with a surplus. The Capital Works program commenced in the latter part of the year and funds have been held over for a contribution to the excess building costs.

Much of the year was spent in remote learning and therefore our casual replacement teacher and aides budget was not expended. Other areas required more funding eg the replacement of technology and devices. Due to a worldwide shortage and delays in transporting goods, funds were carried forward to 2022 to be expended on the equipment required.

Within the reported surplus is the tracked balances of various budgets and Grant money that was held over waiting for the return to face to face learning.

**For more detailed information regarding our school please visit our website at
<https://www.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 178 students were enrolled at this school in 2021, 95 female and 83 male.

19 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).

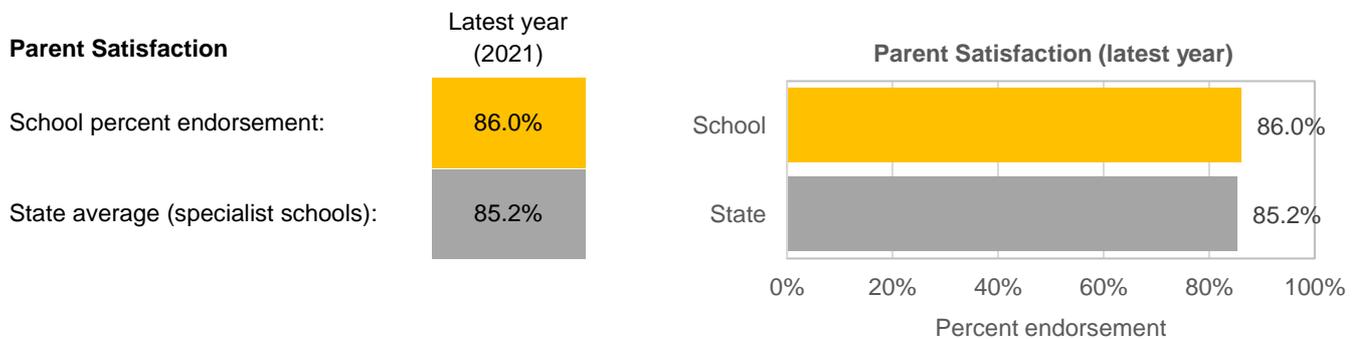
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

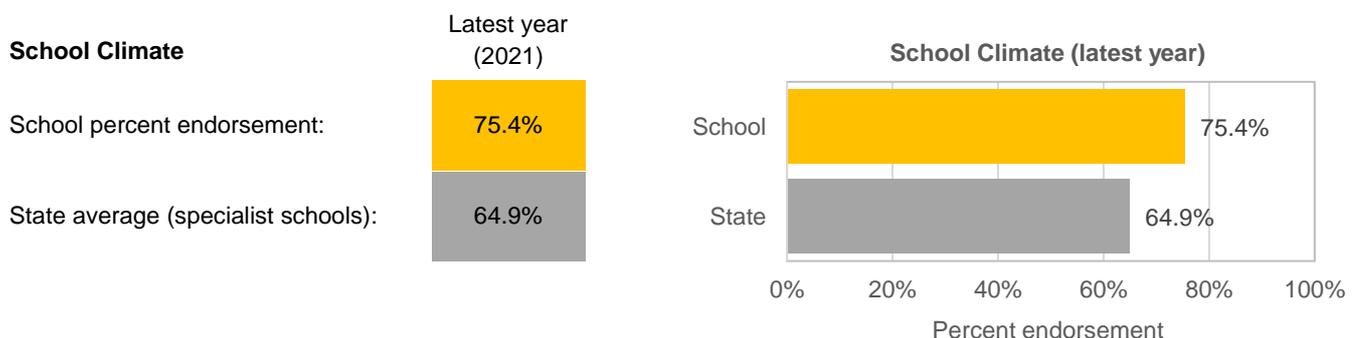


School Staff Survey

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.



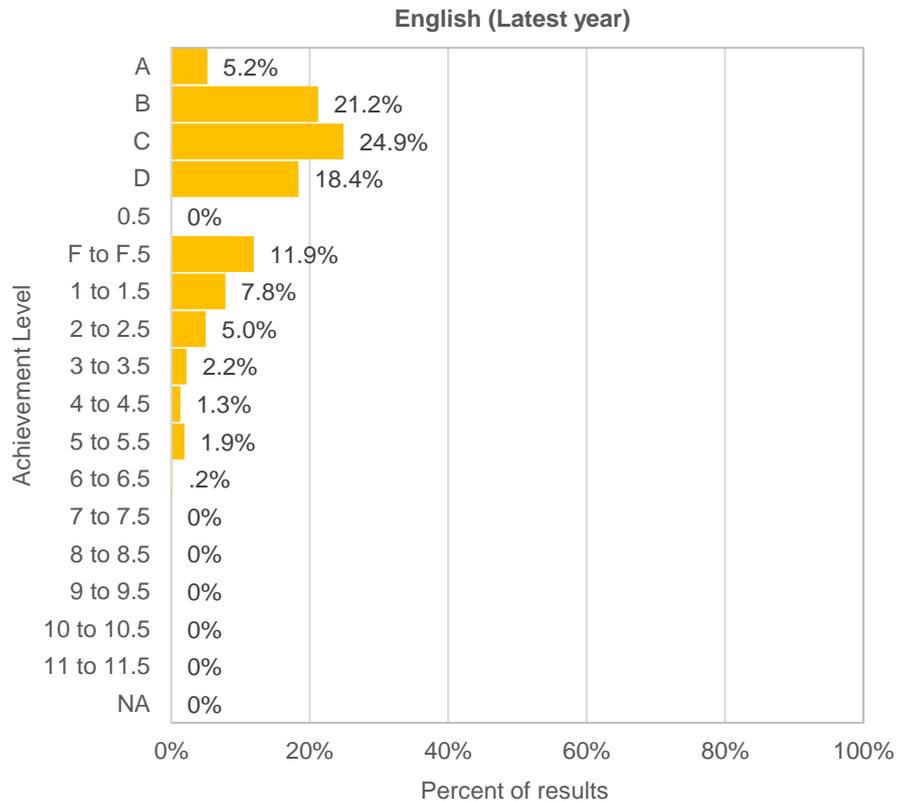
ACHIEVEMENT

Teacher Judgement of student achievement

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

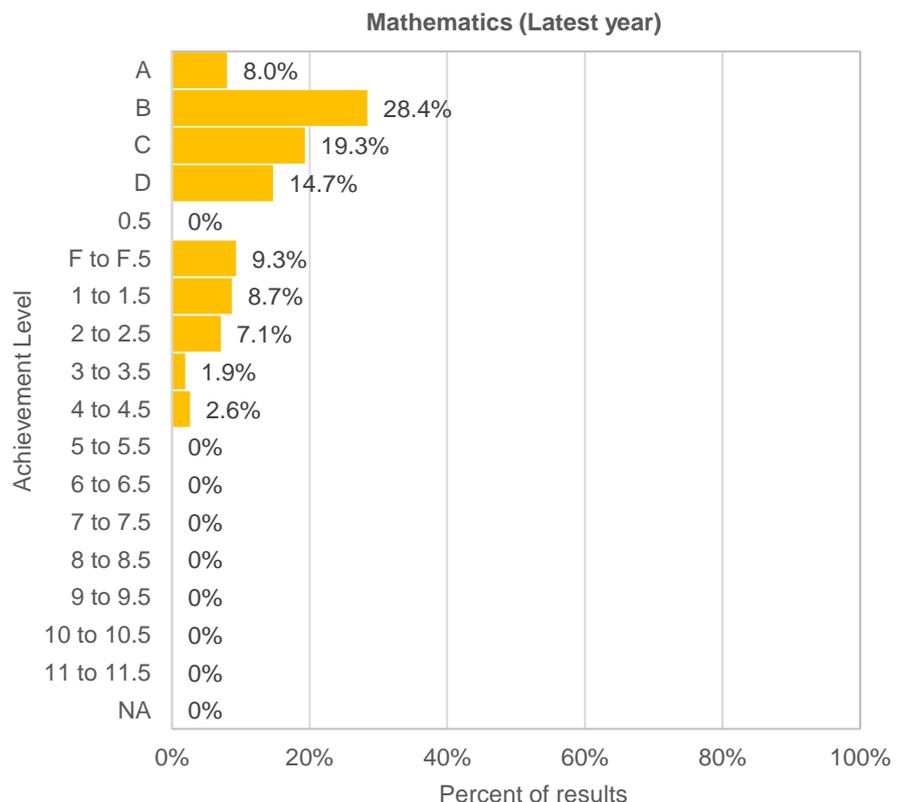
English

Achievement Level	Latest year (2021)
A	5.2%
B	21.2%
C	24.9%
D	18.4%
0.5	NDA
F to F.5	11.9%
1 to 1.5	7.8%
2 to 2.5	5.0%
3 to 3.5	2.2%
4 to 4.5	1.3%
5 to 5.5	1.9%
6 to 6.5	0.2%
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 (2021)
A	8.0%
B	28.4%
C	19.3%
D	14.7%
0.5	NDA
F to F.5	9.3%
1 to 1.5	8.7%
2 to 2.5	7.1%
3 to 3.5	1.9%
4 to 4.5	2.6%
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	38.0	38.6	44.2	42.4	40.9

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	100.0%	NDP	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$12,201,695
Government Provided DET Grants	\$1,158,601
Government Grants Commonwealth	\$8,102
Government Grants State	\$24,374
Revenue Other	\$7,113
Locally Raised Funds	\$116,710
Capital Grants	\$0
Total Operating Revenue	\$13,516,593

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,731
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,731

Expenditure	Actual
Student Resource Package ²	\$10,844,297
Adjustments	\$0
Books & Publications	\$4,599
Camps/Excursions/Activities	\$13,236
Communication Costs	\$9,302
Consumables	\$84,286
Miscellaneous Expense ³	\$62,347
Professional Development	\$35,338
Equipment/Maintenance/Hire	\$380,915
Property Services	\$110,764
Salaries & Allowances ⁴	\$402,143
Support Services	\$52,785
Trading & Fundraising	\$11,098
Motor Vehicle Expenses	\$13,142
Travel & Subsistence	\$651
Utilities	\$138,466
Total Operating Expenditure	\$12,163,368
Net Operating Surplus/-Deficit	\$1,353,225
Asset Acquisitions	\$67,005

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$951,183
Official Account	\$23,368
Other Accounts	\$0
Total Funds Available	\$974,551

Financial Commitments	Actual
Operating Reserve	\$214,223
Other Recurrent Expenditure	\$2,571
Provision Accounts	\$12,000
Funds Received in Advance	\$342,570
School Based Programs	\$149,758
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,216
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$251,223
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$974,561

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.