

2022 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 of the previous calendar year 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 03 April 2023 at 12:28 PM by Michael Cole (Principal)

- This 2022 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 05 April 2023 at 12:27 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

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 179 staff encompassing; principal class staff, teachers, therapists, program assistants, Personal Care Attendants, administration staff, technical staff, nurses, wellbeing officer and 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022, the focus of Glenallen staff remained on student learning, with a special emphasis on numeracy. The school implemented its priority key improvement strategy by providing support to students who needed extra help and extending the learning of those who were thriving, especially in numeracy. The school continued to strengthen its Professional Learning Community (PLC) structure, which supported teacher collaboration and reflection to enhance teaching practices, with a focus on numeracy. One of the highlights of this initiative was the whole school professional learning program on the delivery of numeracy throughout the year, using the Gradual Release of Responsibility (GRR).

The staff collaborated to establish consistent approaches to formative assessment, using PLCs to collaboratively plan units of work with a focus on differentiation. The implementation and increased use of GRR was also prioritized. A significant focus of the professional development (PD) offered was on supporting the whole school to achieve numeracy goals.

One of the key programs implemented was the Tutor Learning Initiative (TLI), which established a targeted support program for students. The TLI network coordinator and school tutor developed an action plan to identify and target students requiring extra numeracy and literacy support. Staff monitored student progress through the TLI and regularly updated data walls in the area of numeracy to track the effectiveness of the program.

The staff participated in PLCs to evaluate and plan numeracy lessons and assessments, consistently implementing the school's instructional model. They provided regular feedback and monitored student progress using data walls.

Overall, Glenallen's focus on student learning and numeracy in 2022 was evident through the collaborative efforts of staff and families, as well as the implementation of various initiatives such as the TLI and professional learning programs. The continued development of the school's PLC structure, consistent formative assessment approaches, and explicit implementation of the instructional model further contributed to student progress and success.

Wellbeing

In 2022, our school continued its commitment to prioritizing student wellbeing by implementing the 2022 Priorities Goal, which included both a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. Our focus was on teaching and supporting each student at their point of need, in line with the Framework for Improving Student Outcomes. One of the key initiatives we implemented to support student wellbeing was the delivery of the Respectful Relationships Program. This program aimed to promote positive relationships for students both at school and at home. Through this program, our students strengthened skills such as stress management, help seeking and positive gender relations. We also implemented a School Wide Positive Behaviour Support program and Positive Behaviour Support Plans across the school. This program focused on creating a school culture that promotes positive behaviour and supporting students. We also recognized the importance of student voice and agency in promoting wellbeing. The Student Representative Council played an important role in this, and developed our school's Welcome To Country. This initiative helped to build a sense of community and belonging among our students, and fostered an understanding and appreciation of Indigenous culture. In addition to these initiatives, we continued to provide a range of supports for students who may be struggling academically or personally. This included the tutor learning initiative, individual learning plans, and counselling services. Overall, our school's commitment to student wellbeing has been a key focus throughout 2022. We recognize that promoting wellbeing is an ongoing process, and we are committed to continuing to prioritize it in all areas of our school community. By focusing on student wellbeing, we believe that we are not only supporting academic success, but also fostering healthy, happy, and engaged individuals who will thrive in all areas of their lives.

Engagement

In 2022, our school continued its commitment to promoting engagement among our students by developing and strengthening our existing high-quality, innovative learning and extracurricular programs. These initiatives were designed to meet the unique needs and interests of our students and to create an environment that promotes active learning, exploration, and creativity. One of the key initiatives we implemented was the delivery of our lunchtime groups. These groups, which included Minecraft, Art Club, Dance Club, Band, Physio, sports and our wellbeing boys and girls groups, provided opportunities for students to connect with their peers and pursue their interests outside of the classroom. Through these groups, students were able to develop important social and emotional skills, such as teamwork, communication, and self-expression. In addition to our lunchtime groups, we also provided a range of incursions to complement the school curriculum. These incursions provided opportunities for our students to engage with a range of learning experiences, including STEM, music, and the arts. These experiences were designed to stimulate curiosity, creativity, and critical thinking skills among our students. We also implemented the Riding for All Abilities program, which provided students with opportunities to develop their physical skills, social skills, and confidence through horse riding. This program was designed to be inclusive and accessible to all students, regardless of their ability level. Overall, our school's commitment to promoting engagement among our students has been a key focus throughout 2022. We believe that by providing our students with a range of learning and extracurricular opportunities, we are fostering an environment that promotes curiosity, creativity, and a love of learning. We will continue to prioritize engagement in all areas of our school community, recognizing the important role it plays in supporting academic success and personal growth.

Other highlights from the school year

A highlight has been the expansion of pathways planning processes for the transition students. Firstly, through student engagement and secondly to support families with information to assist their decision-making for post-school placements. The successful outcomes have been the use and adaptation of the Department's strengthened career planning documentation students to complete their pathways action plans. These inclusive practices have aligned Glenallen with their mainstream counterparts, providing students with a platform to facilitate their involvement in decision making regarding their future.

The development and launch of the Post School - Moving Forwards blog has been a success. This provides students and their families from Year 10 and above with weekly updates focusing on services, events, tours, along with parent and student experiences. In addition, the introduction of guest speakers from Adult service providers for students and parents, both face to face and virtually, has enhanced the pathways process.

Other highlights of this program include:

- the delivery of the VCAL program throughout the pandemic, resulting in a number of students attaining their VCAL certificate .

- Training additional staff in Certificate IV TAE which enhanced the capacity for the successful delivery of VET during remote learning and onsite.
 - Innovation in the delivery of the Duke of Edinburgh program during the pandemic by holding virtual social events to meet the outcomes of the award.
 - transformation of the Transition School outdoor spaces driven by student voice and agency as part of the Advance Program, resulting in an entry into the Victorian Schools Garden Award showcasing student achievement.
 - piloting the Victorian Pathways Certificate to develop individualised learning opportunities for all transition students aligning with the senior secondary pathway reforms.
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Financial performance

At the end of the year, Glenallen school had a surplus which was largely attributed to the Student Resource Package (SRP). As a school that caters to students with complex medical conditions and variable enrolment numbers throughout the year, it is important that sufficient SRP funds are available to cover committed staffing costs.

The school also faces high expenses for Casual Relief Teaching, non-teaching staff, and Personal Care Attendants. It can also be challenging to recruit permanent staff for advertised positions, which can contribute to additional expenses for recruitment and hiring processes. To address these challenges, Glenallen has considered alternative recruitment strategies, such as partnering advertising on Seek as well as Recruitment Online (ROL).

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 2.0 (FISO 2.0).

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 168 students were enrolled at this school in 2022, 84 female and 84 male.

23 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).

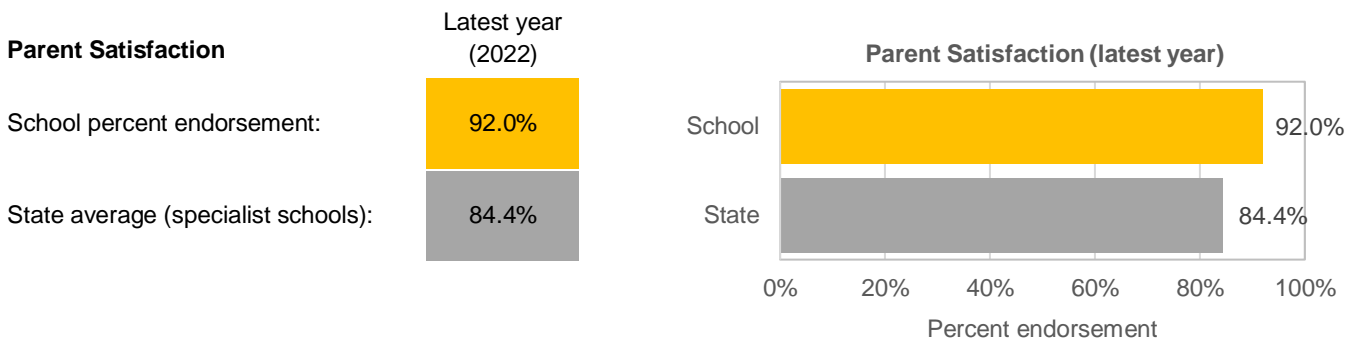
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

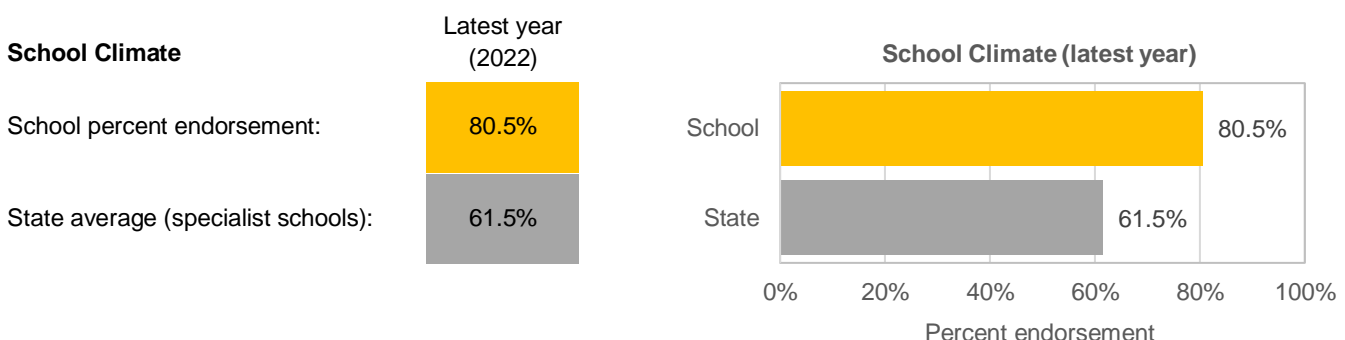


School Staff Survey

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.



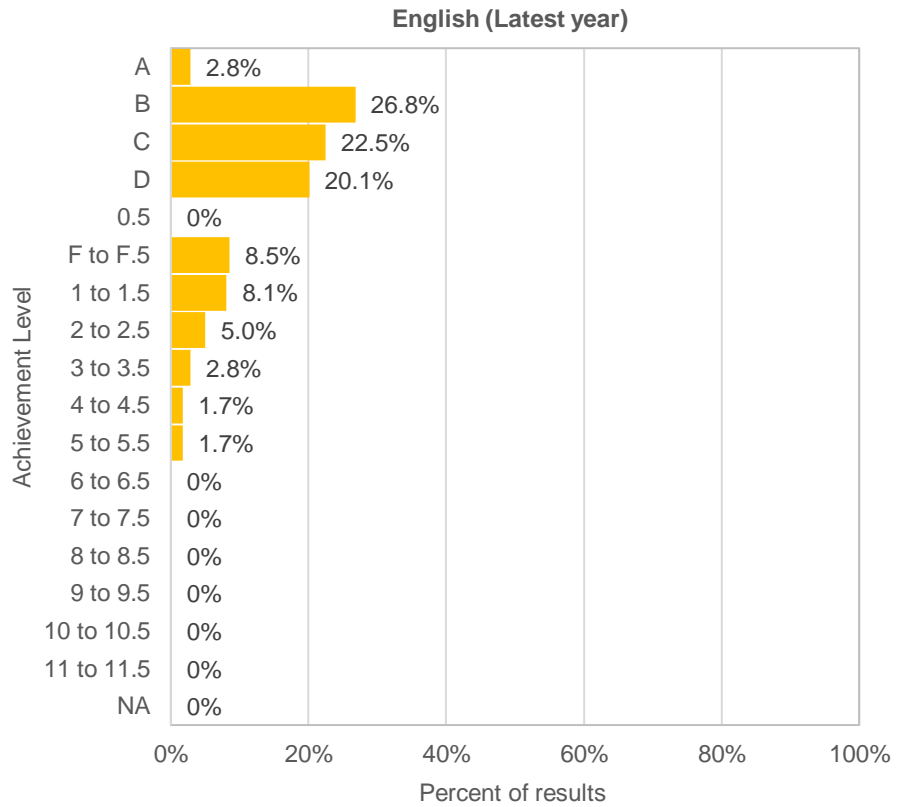
LEARNING

Teacher Judgement of student achievement

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

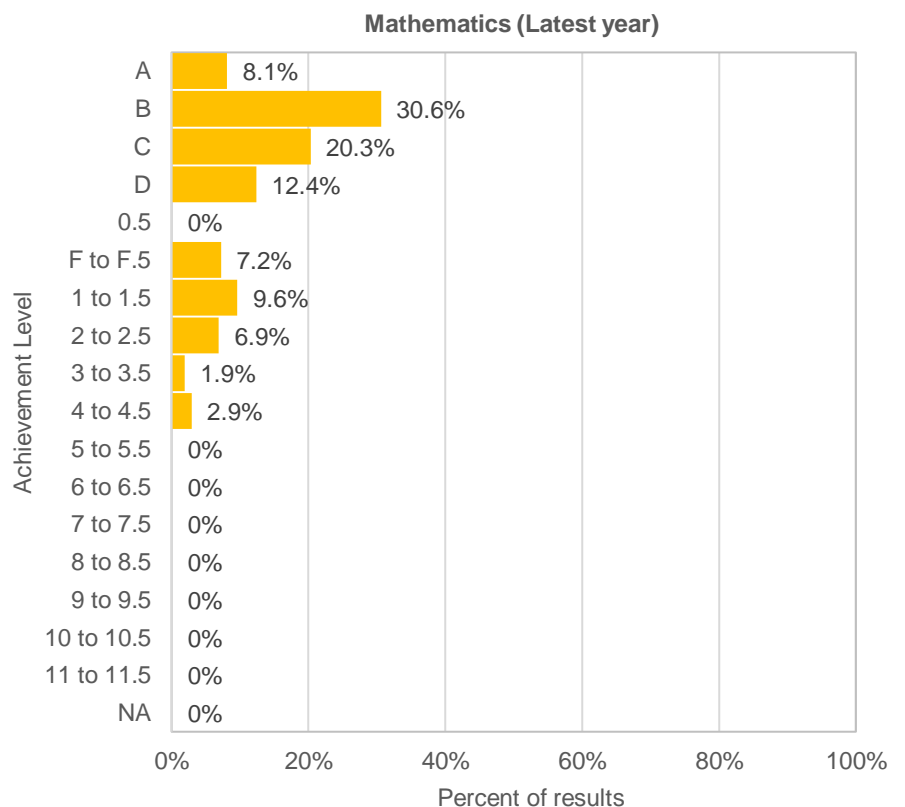
English

Achievement Level	Latest year (2022)
A	2.8%
B	26.8%
C	22.5%
D	20.1%
0.5	NDA
F to F.5	8.5%
1 to 1.5	8.1%
2 to 2.5	5.0%
3 to 3.5	2.8%
4 to 4.5	1.7%
5 to 5.5	1.7%
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 (2022)
A	8.1%
B	30.6%
C	20.3%
D	12.4%
0.5	NDA
F to F.5	7.2%
1 to 1.5	9.6%
2 to 2.5	6.9%
3 to 3.5	1.9%
4 to 4.5	2.9%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	38.6	44.2	42.4	50.1	43.8

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:	NDP	100.0%	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$12,210,792
Government Provided DET Grants	\$2,208,865
Government Grants Commonwealth	\$14,988
Government Grants State	\$0
Revenue Other	\$21,503
Locally Raised Funds	\$112,013
Capital Grants	\$0
Total Operating Revenue	\$14,568,161

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,020
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,020

Expenditure	Actual
Student Resource Package ²	\$11,313,492
Adjustments	\$0
Books & Publications	\$4,011
Camps/Excursions/Activities	\$23,142
Communication Costs	\$7,952
Consumables	\$88,957
Miscellaneous Expense ³	\$948,617
Professional Development	\$32,171
Equipment/Maintenance/Hire	\$404,297
Property Services	\$127,950
Salaries & Allowances ⁴	\$611,634
Support Services	\$133,991
Trading & Fundraising	\$13,306
Motor Vehicle Expenses	\$25,729
Travel & Subsistence	\$1,679
Utilities	\$117,692
Total Operating Expenditure	\$13,854,621
Net Operating Surplus/-Deficit	\$713,540
Asset Acquisitions	\$53,941

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$366,908
Official Account	\$36,114
Other Accounts	\$0
Total Funds Available	\$403,022

Financial Commitments	Actual
Operating Reserve	\$403,022
Other Recurrent Expenditure	\$0
Provision Accounts	\$12,000
Funds Received in Advance	\$0
School Based Programs	\$155,271
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,270
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$571,563

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.