

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 12:31 PM by Michael Cole (Principal)

- This 2023 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 18 March 2024 at 04:18 PM by Danny Williams (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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).

Key terms used in the Performance Summary are defined below:

### NDP and NDA

'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').

## Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## 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 166 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

First and foremost, we were delighted to announce that the results of our 4-year school review in 2023 were outstanding, particularly in terms of student learning. This is a testament to the hard work and dedication of our staff, students, and families.

Throughout the year, our staff continued to prioritize student learning, with a particular emphasis on numeracy and wellbeing. We implemented a priority key improvement strategy aimed at providing support to students who needed extra assistance while also stretching the learning for students with all abilities. This inclusive approach ensures that every student could thrive academically and personally.

One of the key initiatives that contributed to our success was the strengthening of our Professional Learning Community (PLC) structure. This enabled our teachers to collaborate and reflect on their teaching practices.

A whole school professional learning program was delivered to improve numeracy programs using the Top Ten Mathematics approach. Through collaborative planning and consistent formative assessment approaches, we were able to tailor our teaching to meet the diverse needs of our students.

Overall, our focus on student learning in 2023 was a collaborative effort between our staff, families, and the broader school community. The success of programs such as the Top Ten Mathematics program, as well as the continued development of our PLC structure, highlights our commitment to providing a holistic education that caters to the individual needs of each student.

### Wellbeing

Our school's health and wellbeing coordinator continued to identify students in need of support, and we were granted the ability to employ a staff member to deliver an alternative program in lieu of a Mental Health Practitioner. The Creative Movement and Health & Wellbeing sessions provided students with a variety of imaginative and sensory experiences aimed at promoting relaxation, self-expression, and overall mental and emotional wellbeing. These sessions have proven to be incredibly beneficial, fostering a positive state of mind among our students.

The staff participated in a whole school professional development in Respectful Relationships in collaboration with the NEVR. The staff participated in a survey to find out if they were more confident in delivering the Respectful Relationship program post their professional learning. The results of this survey indicated that over 80% were more confident to deliver the program across the school.

The school has been able to employ a Mental Health Practitioner starting in 2024 with the aim of providing a whole school approach to improving student health and wellbeing.

## Engagement

In 2023, our school continued to foster student engagement through our wide range of extra-curricular activities. These initiatives were designed to cater to the individual needs and passions of our students, cultivating an atmosphere that encourages active participation, exploration, and innovation. Our attendance rate remained similar to previous years, with the bulk of school absences being due to medical reasons, which reflects the complex needs of our student cohort.

We developed and strengthened our lunchtime interest groups, which encompassed a diverse array of activities such as Minecraft, Art Club, Dance Club, Physio, swimming, sports, and pamper groups. These groups provided opportunities for students to strengthen their connections with peers and explore new interests beyond the traditional classroom settings.

Complementing our lunchtime groups were a series of enriching incursions and excursions designed to complement the topics students were learning in the classroom. Covering a wide range of subjects including STEM, music, and the arts, these immersive experiences sparked curiosity, nurtured creativity, and fostered critical thinking skills among our student body.

Over the year we made changes to our Student Representative Council to provide greater opportunities for student voice and participation. These changes allowed students to have a more significant role in decision-making processes, fostering a sense of ownership and empowerment within the school community.

As part of the year 11&12 program the school has developed a Job Skills Pathways Blog linking families, students, community and other stakeholders to enable greater access to post school information. This has resulted in further engagement of our school community.

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## Other highlights from the school year

Throughout 2023, our staff successfully implemented the Victorian Pathways Curriculum (VPC) for our Year 11 and 12 students. The dedication and hard work of our staff were evident as they meticulously developed, designed, and implemented processes to ensure our student cohort had access to this senior school certificate. Collaborating closely with the Victorian Curriculum and Assessment Authority, we worked to strengthen the delivery of the VPC across special schools throughout the state of Victoria.

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## Financial performance

At the end of the year, Glenallen School anticipated a modest surplus for the upcoming year, 2024. Given our primary focus on accommodating students with complex medical conditions and managing fluctuating enrolment numbers, our foremost concern revolves around ensuring that the Student Resource Package (SRP) adequately covers committed staffing costs. The school also faces significant expenses related to Casual Relief Teaching, non-teaching staff, and Personal Care Attendants. Additionally, recruiting permanent staff for advertised positions presents challenges and often leads to increased expenses for recruitment and hiring processes. In response to these challenges, Glenallen is actively exploring strategies to balance staffing across the school, with the overarching goal of maintaining a positive financial outlook.

**For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://glenallen-sch.vic.edu.au/](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 163 students were enrolled at this school in 2023, 77 female and 86 male.

27 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).

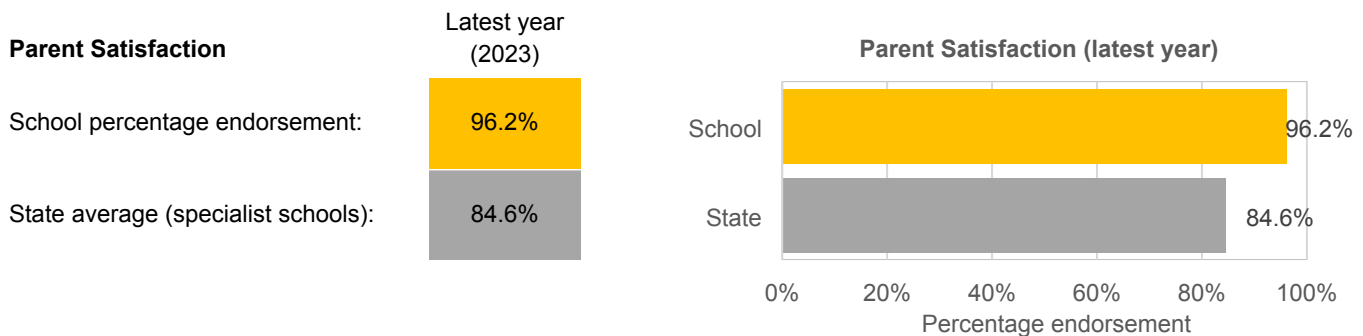
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

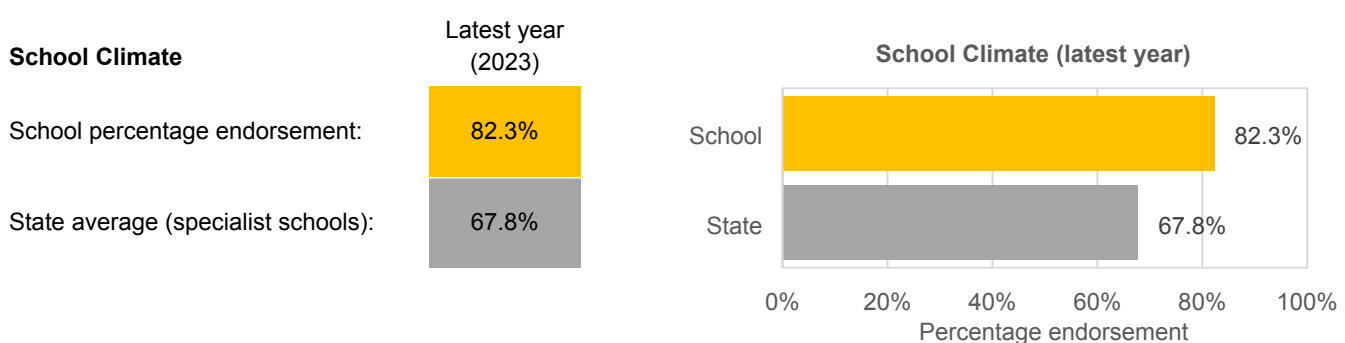


### School Staff Survey

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

Percentage 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**

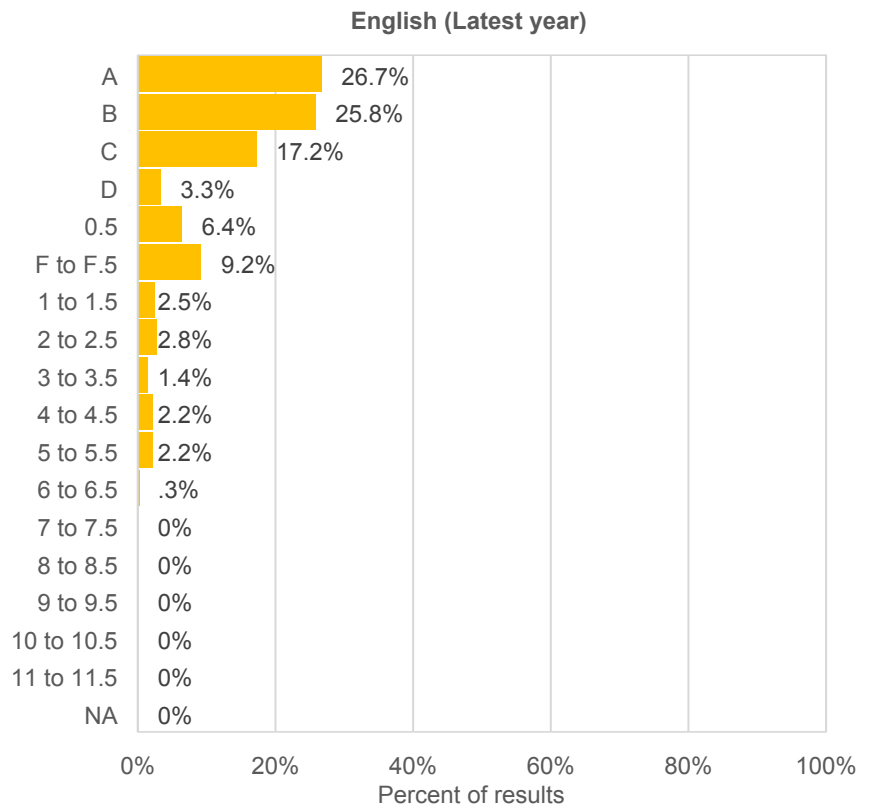
**Teacher Judgement of student achievement**

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

**English**

Achievement Level	Latest year (2023)
A	26.7%
B	25.8%
C	17.2%
D	3.3%
0.5	6.4%
F to F.5	9.2%
1 to 1.5	2.5%
2 to 2.5	2.8%
3 to 3.5	1.4%
4 to 4.5	2.2%
5 to 5.5	2.2%
6 to 6.5	0.3%
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

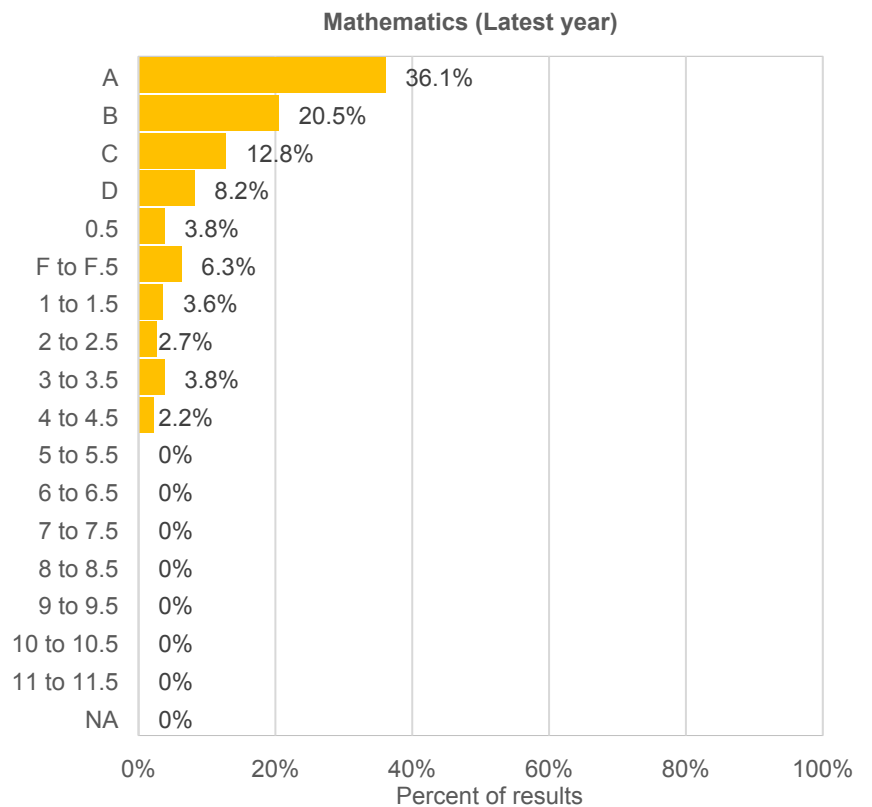
Achievement Level



**Mathematics**

Achievement Level	Latest year (2023)
A	36.1%
B	20.5%
C	12.8%
D	8.2%
0.5	3.8%
F to F.5	6.3%
1 to 1.5	3.6%
2 to 2.5	2.7%
3 to 3.5	3.8%
4 to 4.5	2.2%
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

Achievement Level



## 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	2020	2021	2022	2023	4-year average
School average number of absence days:	44.2	42.4	50.1	48.2	46.1

### 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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	NDP	100.0%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$12,220,195
Government Provided DET Grants	\$1,825,323
Government Grants Commonwealth	\$7,549
Government Grants State	\$0
Revenue Other	\$47,660
Locally Raised Funds	\$117,092
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,217,819</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$27,248
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$27,248</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,070,172
Adjustments	\$0
Books & Publications	\$3,835
Camps/Excursions/Activities	\$21,473
Communication Costs	\$7,254
Consumables	\$91,315
Miscellaneous Expense <sup>3</sup>	\$89,790
Professional Development	\$40,225
Equipment/Maintenance/Hire	\$254,294
Property Services	\$103,883
Salaries & Allowances <sup>4</sup>	\$556,410
Support Services	\$28,361
Trading & Fundraising	\$14,954
Motor Vehicle Expenses	\$11,784
Travel & Subsistence	\$483
Utilities	\$245,259
<b>Total Operating Expenditure</b>	<b>\$13,539,495</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$678,324</b>
<b>Asset Acquisitions</b>	<b>\$34,988</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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$847,194
Official Account	\$39,402
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$886,596</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$239,431
Other Recurrent Expenditure	\$0
Provision Accounts	\$12,000
Funds Received in Advance	\$0
School Based Programs	\$340,104
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$47,650
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$639,185</b>

*All funds received from the Department of Education, 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.*