**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 20 April 2023 at 01:14 PM by Allan Waterson (Principal) |

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| * 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 27 April 2023 at 10:10 AM by Kellie Barnes (School Council President) |

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School Name: Glenroy Specialist School (4915)

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**

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| **School context** |
| Glenroy Specialist School is one of four school in Victoria for students who have physical and multiple disabilities and significant health concerns. In 2022 the enrolment was 143.2 students ranging from 5 to 18 years. The student population is drawn from across the Northern and Western suburbs of Melbourne and most students travel to and from school in a fleet of 21 buses.The school vision is that Glenroy Specialist School will provide a respectful, safe and supportive environment that encourages dynamic active learning and growth for all members of the school community. The school values are Teamwork, Professionalism, Respect and Learning. The school mottos of 'Working Together To achieve' acknowledges the strong partnership that underpin all that is achieved by the school and our students.Glenroy Specialist School is housed in a world class facility designed to support the specific learning and care needs of our students. The building features natural light, wide spaces, specialist leaning and physical activity areas and integrated manual handling and care systems to support the occupational health and safety of all members of the school community. extensive landscaping enables the students to enjoy learning in protected and engaging outdoor environments.The school is divided into Juniors, Middle and Senior sub-schools. The school started the year with 20 classes, 7 Juniors, 7 Middles and 6 Senior classes. The structure was maintained throughout the year. The average class size was 7. Classes are structured to bring together groups of students of similar ages with similar learning styles.The school has a staff of 168 comprising 33 teachers, (EFT 29.6) including 5 Leading teaches, 3 Learning Specialist and 2 Principal class members. Over half of the teaching staff have Special Education qualifications or are working towards these qualifications. The school has 115 Education Support staff, (EFT 75.92). Of these 8 are administration officers, 81 are classroom assistants, along with 26 staff members each working 2 hours per day as mealtime assistants who have specific training to support the students at lunchtime. The school also includes 5 Speech Pathologists, 5 Occupations Therapists, 4 Physiotherapists, 4 Nurses and 2 general maintenance personal. The school continues to work with the Team Around the Learner model, where teams of teachers, therapists, support staff and nurses work together to enable each student to access and be actively engaged in age appropriate and challenging learning programs whilst ensuring that their physical heath and wellbeing is well attended to.The impact of COVID-19 continued in 2022. Whilst we did not move in and out of remote learning in 2022, the school was severely impacted upon with the need for staff and students to quarantine after testing positive. During the winter months when staff and student absences were at their peak, it was not uncommon for classes to be merged or alternative programs implemented. It became increasingly difficult to cover staff short term absences. Two teachers were employed under the DET Support Your School Initiative to replace teachers who were either leaving the school or going on family leave. Both teachers were in their last semester of studies and were to graduate at the end of 2022. Permission was gained form the Victorian Institute of Teaching  to employ the graduates for the remainder of 2022.The focus of the school year was on rebuilding the onsite school community for staff, students and their families as opposed to the digital community that had been created during COVID. In the May 2022 State Budget, it was announced that Glenroy Specialist School would be receiving 1.77 million dollars to undertake a building upgrade. After consultation with the school community, work has commenced on developing plans for a performing arts precinct for the students to access. It is anticipated that the build for this precinct will commence in September 2023.All staff at Glenroy Specialist School along with the students and their families are to be congratulated for their efforts and commitment throughout 2022.   |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| All students have Individual Education Plans (IEP) that were developed and then reviewed when families and school-based teams met as the Student Support Group. Student Support Group meetings were conducted termly. The curriculum was developed using the Victorian Curriculum Foundation Levels. The school has a set of Teaching and Learning Protocols that provided the foundation for all teaching and learning programs.The Professional Learning Community (PLC) work that commenced in 2021 was built upon in 2022. The major focus of PLCs in Semester 1 was on developing a school wide consistent   understanding of what good evidence looked like in relation to our student population. The major theme in Semester 1 was how do we analyse the data that we collect to drive improvement at a classroom and whole school level was. A school-based set of guidelines for analysing data was developed. This allowed staff to build a picture of where the student is as a learner.  Semester 2 saw the skills developed in Semester 1 put into practice with a focus on Mathematics, in particular measurement and geometry.A focus on the High Impact Teaching Strategies (HITS) was also undertaken in PLCs during Semester 2. In PLCs, Staff were asked to identify how they use the HITS to improve their teaching practice and rank them in order of their confidence to implement. Discussions within PLCs supported staff to develop a better understanding of the HITS in relation to the students at Glenroy Specialist School. Term 4 saw staff undertake peer observations across the school with a focus on how to improve individual classroom practice.There was considerable buy in from staff as they could see how the PLCs and the ‘Improving Student Outcomes Through Data Analysis’ document could have a positive impact on their teaching. There was now a common understanding and language across the school.School performance data published by the Department of Education for Glenroy Specialist school as part of the PANORAMA report (published March 2023) indicates the following - Teacher judgements in English Reading and viewing:   26.0% of students are at Level A, 38% of students are at   Level B,17% of students are at Level C, 19% of students are at level D or higher. Teacher judgements in English Speaking and Listening:   22.0% of students are at Level A, 39% of students are at   Level B,18% of students are at Level C, 22% of students are at level D or higher. Teacher judgements in English: Writing   30.0% of students are at  Level A, 42% of students are at   Level B,10% of students are at  Level C,  19.% of students are at level D or higher.Teacher judgements in Mathematics: Measurement and geometry  31% of students are at  Level A,  42% of students are at   Level B, 10.0% of students are at  Level C,  17% of students are at level D or higher. Teacher judgement in Number and Algebra 31% of students are at Level A, 43% of students are at   Level B, 10.0% of students are at  Level C,  17% of students are at level D or higher.The collaboration between teachers and therapy staff through the Team Around the Learner (TAL) model to plan and deliver an engaging curriculum for the students was a highlight and showed the strength in the collaborative partnership.  TALs meet twice per term to discuss individual and class progress and to plan for the following term. |
| Wellbeing |
| As in previous years, a major focus was on ensuring students and families remained connected to their peers and the school. Leadership was also very aware of the need to support staff in all aspects of staff wellbeing whilst ensuring staff provide stimulating and engaging lessons as we returned to onsite teaching.COVID-19 pandemic continued to impact on the entire Glenroy Specialist School community. Like many schools across Victoria, staffing became a challenge with difficulty encountered in employing staff to fill gaps in our workforce. This impact was amplified as staff were required to quarantine as they tested positive for COVID 19. Programs and classes were adjusted to ensure a challenging and viable curriculum was provided. Health and hygiene protocols continued to be a priority. Staff and students were asked to undertake a daily RAT test to ensure the safety of everyone at Glenroy Specialist School.  RAT tests were provided to staff and students. Some families were reluctant to send their child back to school due to their medical vulnerability. The leadership team continued to remain vigilant and cognisant of the need to support staff, students and families with these challenges facing everybody.Under the DET Mental Health Practitioner Initiative an experienced teacher was employed to develop a whole school program focusing on the wellbeing of students. The person employed to undertake the development of this program had a comprehensive knowledge of relationships and sexuality programs and working with students with multiple disabilities. A Wellbeing and Relationship and Sexuality Education program was developed. All staff undertook professional development in the program and it is being rolled out across the school.A number of whole school events were organised to encourage staff, students and families to reconnect with each other and the school. Active August was held with all students participating in a number of activities across the week. This culminated in a Boccia Championship and award ceremony where the Deputy Secretary of Education, David Howes and the Regional Director NWVR, Angela Singh participated and presented the trophies.A family fun night was held in November with a large number of families attending. They participated in activities that focussed on our First Nations perspective theme that had been introduced across the Sub-Schools.These initiatives helped build a sense of community and belonging among our students and their families. We continued to provide a range of supports for students. This included the Tutor Learning Initiative, Individual learning plans and the Mental Health Practitioner Initiative. Our school’s commitment to student wellbeing and re-engagement has been a key focus throughout 2022.We recognize that promoting wellbeing is an ongoing process that aligns with FISO 2.0, 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. |
| Engagement |
| 2022 continued to be a challenging time for all members of the school community as we returned to onsite learning after 2 years of remote and flexible learning. The focus for 2022 was on reconnecting onsite with staff students and families. The school was severely impacted upon with the need for staff and students to quarantine after testing positive to COVID-19. During the high staff absence periods programs were adjusted and alternate programs implemented.Due to the medical vulnerability of our student population, and their complex medical needs, it was sometimes challenging for students to attend school, due to illness or hospitalisation. A home based learning program is offered to those families where a child is unable to attend due to a compromised medical condition.   Student absences are relatively high with 40% of students having greater than 30 days absence per year.The 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.Partnerships and links with external agencies were strengthened and created throughout 2022. An Expo of external service providers was held in March 2022 that enabled our families with students in their last two years of schooling to look at options available once they leave school.Partnerships with Polyglot Puppets and the Melbourne Arts Centre were established in 2022 that allowed all students across the school to participate in activities that engaged and challenged their learning. The school worked closely with Polyglot Puppets to trial an interactive performance that allowed people with disabilities to participate in the arts utilising all their senses. This was opened to the public in September at the Victorian Arts Centre. It is envisaged that this partnership will be strengthened in 2023 as the school undergoes a building refurbishment to create a performing art precinct.The second half of 2022 saw students’ participation in excursions across all sub-schools increase, as did the number of incursions from outside agencies. These experiences were designed to stimulate curiosity, creativity, and engagement among our students related to the topics being covered within the sub-schools.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. Links with external agencies will also be strengthened. |
| **Financial performance** |
| Glenroy Specialist School has continued to operate with strong financial management based on careful Human Resources management and detailed program budget development and monitoring. These processes have underpinned the school ending the 2022 year in a financial surplus. Approximately $10.5 million dollars of the Student Resource Package was used for staffing. The school received Equity Funding of $ 22,860 and this was used to contribute to the running of the Home-Based Learning Support Program and the increase in staffing to support Key initiatives. The school received an $8,000 donation from RSL to support community access programs and grants from the DET to support school maintenance. New students enrolled in the school had increasingly complex levels of multiple disabilities which necessitated the employment of additional support staff to manage the health and personal care needs of the students whilst maintaining good occupational health and safety for the staff. |
| **For more detailed information regarding our school please visit our website at** [**https://www.glenroyss.vic.edu.au**](https://www.glenroyss.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 143 students were enrolled at this school in 2022, 61 female and 82 male.

31 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: 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 98.6% |
| State average (specialist schools): | 84.4% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 68.9% |
| State average (specialist schools): | 61.5% |

LEARNING

Teacher Judgement of student achievement

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

**English**

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| --- | --- |
| Achievement Level | Latest year (2022) |
| A | 26.0% |
| B | 39.6% |
| C | 14.9% |
| D | 13.3% |
| 0.5 | NDA |
| F to F.5 | 3.7% |
| 1 to 1.5 | 1.9% |
| 2 to 2.5 | 0.3% |
| 3 to 3.5 | 0.3% |
| 4 to 4.5 | NDA |
| 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 |

**Mathematics**

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| Achievement Level | Latest year (2022) |
| A | 31.2% |
| B | 42.1% |
| C | 10.0% |
| D | 9.3% |
| 0.5 | NDA |
| F to F.5 | 4.7% |
| 1 to 1.5 | 1.9% |
| 2 to 2.5 | 0.9% |
| 3 to 3.5 | NDA |
| 4 to 4.5 | NDA |
| 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.

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| **Student Absence** | 2019 | 2020 | 2021 | 2022 | 4-year average |
| School average number of absence days: | 59.3 | 80.1 | 81.4 | 72.7 | 73.5 |

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'.

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| **Student Exits** | 2018 | 2019 | 2020 | 2021 | 4-year average |
| School percent of students with positive destinations: |  85.7% | 100.0% | 100.0% | NDP |  93.0% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $12,746,190 |
| Government Provided DET Grants | $626,167 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $20,000 |
| Revenue Other | $47,021 |
| Locally Raised Funds | $38,675 |
| Capital Grants | $0 |
| Total Operating Revenue | **$13,478,053** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $45,144 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$45,144** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $10,517,269 |
| Adjustments | $0 |
| Books & Publications | $1,669 |
| Camps/Excursions/Activities | $10,764 |
| Communication Costs | $14,303 |
| Consumables | $50,626 |
| Miscellaneous Expense 3 | $18,278 |
| Professional Development | $44,650 |
| Equipment/Maintenance/Hire  | $88,170 |
| Property Services | $173,565 |
| Salaries & Allowances 4 | $0 |
| Support Services | $105,132 |
| Trading & Fundraising | $10,244 |
| Motor Vehicle Expenses | $5,738 |
| Travel & Subsistence | $506 |
| Utilities | $163,309 |
| Total Operating Expenditure | **$11,204,225** |
| Net Operating Surplus/-Deficit | **$2,273,828** |
| Asset Acquisitions | **$50,151** |

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 | $1,669,238 |
| Official Account | $52,481 |
| Other Accounts | $0 |
| Total Funds Available | **$1,721,719** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $93,829 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $982,974 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $82,700 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $373,200 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$1,532,703** |

*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.*