2024 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 (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 15 April 2025 at 09:07 AM by Allan Waterson (Principal) |  |  | | --- | | * As executive officer of the school council, I attest that this 2024 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 28 April 2025 at 07:33 PM by Allan Waterson (Principal) | |

## 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).

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’).

# About Our School

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| School context |
| Glenroy Specialist School is one of four schools in Victoria for students who have physical and multiple disabilities and significant health concerns. In 2024 the enrolment was 147 EFT 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.  Our vision at Glenroy Specialist School is to educate in an inclusive, respectful, compassionate and creative learning environment. This provides the opportunity for our community to feel empowered, happy, resilient and proud. The school values are: Respect, Inclusion, Compassion and Creativity. The school motto of 'Working Together To Achieve' acknowledges the strong partnerships 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 learning 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. Term 1 saw the completion of the performing arts precinct with the creation of a dedicated performing arts and music spaces that accommodates the specific needs of the students. The official opening held November with each sub-school involved in an interactive performance involving families and students.  The school is divided into Junior, Middle and Senior sub-schools. The school started the year with 20 classes, 7 Juniors, 7 Middles and 6 Senior classes. This 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 staffing profile of Glenroy Specialist School in 2024 was 30.6 full time equivalent teachers, including a principal, two assistant principals, three leading teachers and two learning specialists. Over half of the teaching staff have Special Education qualifications or are working towards these qualifications. The school has 135 Education Support staff. Of these 8 are administration officers, 99 are classroom assistants, along with 28 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 Occupational Therapists, 5 Physiotherapists, 4 Nurses and 2 general maintenance personal.  All staff at Glenroy Specialist School along with the students and their families are to be congratulated for their efforts and commitment throughout 2024. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| A highlight and major focus in 2024 was the involvement of all staff in an intensive literacy professional development and implementation initiative, focussing on Comprehensive Literacy Instruction for students with Complex Communication Needs. An external consultant worked with staff to model, observe and provide professional development to support staff to implement the Comprehensive Literacy model.  Embedding Professional Learning Community (PLC) inquiry across teams has become a cornerstone for driving school improvement. This has led to greater fidelity to the inquiry process. Professional Learning provided to Middle Leaders at the commencement of the year allowed Middle Leaders to build capacity to Lead PLCs and the inquiry Cycle.  The cycles began with frontloaded professional learning to evaluate and diagnose, set goals, and define problems of practice. A focus on Peer Observation, learning walks and feedback conversations provided staff with the opportunity to develop a better understanding of practices to support student learning growth.  Involvement of an Inclusion Outreach Coach to support staff development at a PLC level along with the whole school professional development complimented the work undertaken by Middle leaders in PLCs.  A Tiered System of Support Framework was developed and implemented. The inclusive, evidence-based framework ensured that students received the appropriate level of support, instructional practice, and the relevant adjustments to ensure success. Staff developed an awareness of supports available to optimise student learning and wellbeing.  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.  School performance data published by the Department of Education for Glenroy Specialist school as part of the PANORAMA report indicates the following - Teacher judgements in English: Reading and Viewing   12.0% of students are at Level A, 51% of students are at   Level B,22% of students are at Level C, 9% of students are at level D or higher. Teacher judgements in English Speaking and Listening:   12.0% of students are at Level A, 42% of students are at Level B,26% of students are at Level C, 14% of students are at level D or higher. Teacher judgements in English: Writing   18.0% of students are at  Level A, 44% of students are at Level B, 24% of students are at  Level C,  8% of students are at level D or higher.  Teacher judgements in Mathematics: Measurement and geometry  17% of students are at  Level A,  43% of students are at Level B, 24% of students are at  Level C,  13% of students are at level D or higher.  Teacher judgements in personal and Social Capability:  10% of students are at  Level A,  40% of students are at Level B, 29% of students are at  Level C,  16% 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 regularly to discuss individual and class progress. |
| Wellbeing |
| While Glenroy Specialist School prides itself on meeting the educational goals for all students, the school is well recognised and highly regarded for supporting the needs of the whole child through a high quality and comprehensive care approach. The nature of Glenroy Specialist School means that the wellbeing of all students is given high priority.  A highlight of 2024 was the continued work of an experienced Speech Pathologist under the DET Mental Health Practitioner Initiative. They worked mainly with Senior students on enhancing voice and agency, and on developing an understanding of student voice amongst staff. We recognized the importance of student voice and agency in promoting wellbeing.  Professional development in Talking Mats provided by the Senior Speech pathologist provided staff with the opportunity to develop a platform to communicate with students regarding wellbeing topics. This professional development was provided to identified staff across all areas of the school and will be rolled out further in 2025.  The appointment of a Mental Health and Wellbeing Leader (in the second half of 2024) to work with staff in developing strategies and understanding on how to support in the Junior and Middle sub-schools, will complement the work undertaken by the Mental Health practitioner  Parent engagement and building stronger links between the school and families continued to be a priority. Family morning teas and information sessions were held each term. These provided families with the opportunity to meet in a relaxed and informal way.  Each sub school would host a parent focused activity each term that was aimed at engaging families with their child’s learning.  A number of whole school events were organised to encourage staff, students and families to build links with each other and the school. Go-Vember was held with all students participating in a range of activities across the week. This culminated in a Family Fun night where families had the opportunity to participate in a variety of  activities.  These initiatives helped build a sense of community and belonging among our students and their families.  Overall, our school's commitment to student wellbeing has been a key focus throughout 2024. 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. 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 |
| Due to the medical vulnerability of our student population and their complex medical needs, it is 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.   School performance data published by the Department of Education for Glenroy Specialist School indicates the following- 12% of students had less than 10 days absent, 15% of students had between 10-19 days absent, 13% of students had between 20-29 days absent and 59% of students had 30 days or greater absent in 2024. Understandably medical appointments and medical/illness account for the majority of reasons parents provide for their child’s absence.  The school’s commitment to promoting engagement among our students has been a key focus throughout 2024. 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 created and strengthened throughout 2024. The appointment of a NDIS Navigator to support families to access NDIS provided services allowed families to access the most appropriate services available.  A staff member was appointed to the role of supporting families as they transition from Glenroy Specialist School to adult services in their final year of school. The transition facilitator supported families in making an informed and appropriate decision. Tours were organised to visit outside providers along with school-based information sessions   An Expo of external service providers was held in March 2024 to enable our families with students in their last two years of schooling to look at options available once they leave school. The Expo provided families with the opportunity to compare post school placement options and to discuss the specific needs of their child with a variety of services all in the same location.  2024 saw an increase in the number of incursions and excursions across all sub-schools. 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 2024 year in a small managed deficit (accumulated funds leaving SRP in an overall financial surplus). Approximately $11 million dollars of the Student Resource Package was used for staffing. The school received Equity Funding of $ 60,767.20 (including Gonski funding), Schools Mental Health Fund of $20,458 and Specialist School Activity boost $21,888.  These were 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 and student wellbeing. 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 137 students were enrolled at this school in 2024, 60 female and 77 male.

32 percent of students had English as an additional language and 3 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 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.

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| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 95.2% |
| State average (specialist schools): | 85.4% |

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.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 60.7% | |
| State average (specialist schools): | 67.7% | |

**LEARNING**

Teacher Judgement of student achievement

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

**English**

|  |  |
| --- | --- |
| Achievement Level | Latest year (2024) |
| A | 12.1% |
| B | 46.2% |
| C | 25.3% |
| D | 10.1% |
| 0.5 | NDA |
| F to F.5 | 3.5% |
| 1 to 1.5 | 2.0% |
| 2 to 2.5 | 0.3% |
| 3 to 3.5 | NDA |
| 4 to 4.5 | 0.5% |
| 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**

|  |  |
| --- | --- |
| Achievement Level | Latest year (2024) |
| A | 16.7% |
| B | 43.2% |
| C | 24.2% |
| D | 9.8% |
| 0.5 | NDA |
| F to F.5 | 3.0% |
| 1 to 1.5 | 1.5% |
| 2 to 2.5 | 0.8% |
| 3 to 3.5 | 0.8% |
| 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** | 2021 | 2022 | 2023 | 2024 | 4-year average |
| School average number of absence days: | 20.8 | 17.9 | 27.3 | 29.1 | 23.8 |

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'.

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| --- | --- | --- | --- | --- | --- |
| **Student Exits** | 2021 | 2022 | 2023 | 2024 | 4-year average |
| School percent of students with positive destinations: | 100.0% | 57.1% | 25.0% | 100.0% | 62.5% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $11,552,832 |
| Government Provided DET Grants | $930,998 |
| Government Grants Commonwealth | $5,132 |
| Government Grants State | $0 |
| Revenue Other | $93,448 |
| Locally Raised Funds | $38,660 |
| Capital Grants | $0 |
| Total Operating Revenue | **$12,621,070** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $60,767 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$60,767** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $11,844,776 |
| Adjustments | $0 |
| Books & Publications | $3,644 |
| Camps/Excursions/Activities | $19,311 |
| Communication Costs | $10,117 |
| Consumables | $70,994 |
| Miscellaneous Expense 3 | $48,725 |
| Professional Development | $88,720 |
| Equipment/Maintenance/Hire | $168,943 |
| Property Services | $252,832 |
| Salaries & Allowances 4 | $0 |
| Support Services | $133,014 |
| Trading & Fundraising | $11,405 |
| Motor Vehicle Expenses | $9,903 |
| Travel & Subsistence | $4,826 |
| Utilities | $158,954 |
| Total Operating Expenditure | **$12,826,164** |
| Net Operating Surplus/-Deficit | **($205,094)** |
| Asset Acquisitions | **$86,587** |

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 2025 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 2024

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $1,705,969 |
| Official Account | $86,413 |
| Other Accounts | $0 |
| Total Funds Available | **$1,792,381** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $163,737 |
| Other Recurrent Expenditure | $125 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $983,428 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $69,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $377,100 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$1,593,390** |

*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.*