**2019 Annual Report to**

**The School Community  
  
School Name: Glenroy Specialist School (4915)**

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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 2019 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 21 April 2020 at 03:00 PM by Allan Waterson (Principal) |

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| The 2019 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 28 April 2020 at 06:12 AM by Kellie Barnes (School Council President) |

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**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 2019 the enrolment was 140 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 20 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 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. Extensive landscaping enables the students to enjoy learning in protected and engaging outdoor environments.  The new substantive Principal was appointed to the school after an exhaustive and protracted selection process in April 2019. In the second term the school underwent a School review where the school was able to celebrate many of the successes from the last four years. In the second semester a new School Strategic plan was developed for the period 2019-2023.   The school is extremely well respected amongst its peers both locally and internationally. In 2019 the school hosted international delegations from Turkey, Singapore, New Zealand and Saudi Arabia   The school is divided into Junior, Middle and Senior sub-schools. The school started the year with 21 classes and ended the year with 19 classes due to staffing changes. The average class size was 7. Classes are structured to bring together groups of students of similar ages with similar learning styles.  Each student's learning program addresses goals set in their Individual Learning Plan which is formulated and reviewed in Student Support Group meetings.  The school has a staff of 167 comprising 35 teachers, (EFT 31.3) including 5 Leading teachers, 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 80.46). Of these, 8 are administration officers, 77 are classroom assistants, 1.03 general maintenance staff. 28 are staff members each working .26 are mealtime assistants who have specific training to support the students at lunchtimes. The school staff also includes 5 Speech Pathologists, 5 Occupational Therapists, 5 Physiotherapists and 3 nurses. Difficulty was encountered in 2019 fulfilling all Therapy positions.  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 health and wellbeing is well attended to.  The school has a Home Based Learning Support program to ensure engagement in learning of students who are not able to regularly attend school due to health needs.  The school provides all staff with ongoing, focused, professional development to ensure all have high level skills and knowledge. Peer observation with targeted feedback and coaching are important elements supporting staff development.  The school curriculum program is developed using the Victorian Curriculum with the majority of students working on levels A, B, C and D. The Post Compulsory Years senior students work to a modified senior secondary program including Literacy, Numeracy, specialist activities and Career Action Planning. 2019 saw the introduction of modified VCAL program for those students deemed capable.  There is a school wide focus on Aided and Augmentative Communication and the active participation of all students in all aspects of school life. A School Wide Positive Behaviour culture aims to maximize engagement in learning. The Mealtime Program provides students with 1:1 time for nutrition and hydration, mealtime skill development and communication practice. Partnerships between the school and community agencies support and enrich the work of the school. Links with Early Intervention, Vocational and Futures for Young Adults providers enhance transitions into and beyond the school Membership of Special Schools’, Curriculum and Transition networks are integral to the continuous improvement of school programs. Sponsorship from businesses from the local area and beyond support the purchase of new or replacement equipment to enhance student learning and care and to support the occupational health and safety of the staff.  Close links with Royal Children's Hospital medical staff and with specialist equipment providers maximise the opportunities for school based services for families. Links with the Royal Childrens’ Hospital Education Unit supports continuity of learning for students during long hospital admissions.  Many of our families are now able to access the National Disability Insurance Scheme(NDIS). NDIS service providers are now requesting a variety of reports from the school to support plans. The number of enquiries and requests has increased the workload of staff. A Leading Teacher has been assigned the responsibility of managing NDIS requests. |
| Framework for Improving Student Outcomes (FISO) |
| In 2019 the priority area for school improvement was involvement in a school review and development of a new School Strategic Plan for the period 2019-2023. In semester one, the school undertook a comprehensive school self-evaluation and then participated in a comprehensive review of all aspect of life at Glenroy Specialist School. The school is performing to a high standard in all domains but the specific student enrolment criteria mean that some curriculum areas and some high level indicators are not achievable. The four main areas looked as part of the school review were Excellence in teaching and learning, Professional leadership, Positive climate for learning, and Community engagement in learning.  Highlights identified in through the school review included FISO Priority: Positive Climate for learning. School leaders and staff members agreed what was best for students remained at the centre of all decision making. Along with recognising that the students were at the centre another highlight was the ability to set high expectations and promoting inclusion for all students. The Panel agreed a school highlight was the school’s approach to ensuring students connected with school and were engaged in their learning.  A further highlight to come out of the School review was in the FISO Priority: Excellence in teaching and learning. The curriculum planning and assessment at Glenroy Specilaist School allowed teachers, classroom aides, occupational therapists, physiotherapists, speech pathologists and nursing staff work as a team to support the learning of all students. |
| Achievement |
| All students had Individual Education Plans (IEP) that were developed and then reviewed when families and school based teams met as the Student Support Group each term. The curriculum was developed using the Victorian Curriculum Levels A to D and Foundation Levels. The school has a set of Teaching and Learning Protocols that provided the foundation for all teaching and learning programs. Professional Learning Teams worked together to moderate programs and assessments for each stage of learning and leading teachers provided coaching and targeted feedback for all staff members.  In Semester two the school leadership team participated in a DET initiative focussing on the development of Professional Learning Communities. The learning undertaken during this training will assist us in redefining the role of PLC’s at Glenroy Specialist School. This will be introduced at the commencement of 2020.  Each student's IEP included specific learning outcomes implemented and evaluated by their team. Students whose school year wasn’t impacted by significant health concerns and extended absences generally made good or better progress against the individual learning goals that were set. In Reading and Viewing, teacher judgement of student achievement rates, 76% of students achieving at levels A-C of the Victorian Curriculum, 12 % at level D and 12% in the range from Foundation to Level 3. In Speaking and Listening, teacher judgement of student achievement rates 71% achieving at levels A-C, 15% at level D and 16% in the Foundation to level 3 range. In Writing, teacher judgement of student achievement rates, 83% of students achieving at levels A-C, 7% achieving at level D and 12% in the Foundation to level 3 range.   In Number and Algebra, teacher judgement of student achievement rates 83% of students achieving at levels A-C of the Victorian Curriculum, 7% at Level D and 10% in the range from Foundation to Level 3. In Statistics and probability, 80% of students achieving at levels A-C, 9% achieving at Level D and 11% achieving in the Foundation to Level 3 range. In Measurement and Geometry teacher, judgement of student achievement rates, 84% of students achieving at levels A-C of the Victorian Curriculum, 8% achieving at level D and 18% in the Foundation to Level 3 range. This data is reflected in the Supplementary school level report published March 2020  Parent satisfaction with the school learning program is highly positive with 100 % of parents indicating they were satisfied with the school overall. Responses in the Parent Opinion Survey show a 100% positive rating for High Expectations for Success, 93% positive rating for Stimulating Learning Environment and 90% rating for Effective Teaching.   The school provided all staff with an extensive professional development program to ensure all had high level skills and knowledge. Peer observation with targeted feedback and coaching facilitated through the Learning Specialists and TPL days, were important elements supporting staff development. Teachers worked in Professional Learning Teams to develop expertise in the pre Foundation levels of the Victorian Curriculum and to moderate assessment and decisions made about student progress.  2019 saw the introduction of Evidence for Learning a reporting package that allowed teacher to provide visual evidence to support student’s progress. This was extremely well received by parents and will be strengthened in 2020 to aid staff in their planning for differentiated learning. |
| Engagement |
| Students at Glenroy Specialist School demonstrate that they feel safe, happy and stimulated, and develop resilience and self-esteem. Data sets from opinion surveys indicate that student engagement is strong and that there is a positive and stimulating learning environment across the school.  The Parent Opinion Survey rated Student Connectedness at 100% and Student Motivation and Support at 100% positive. Families frequently shared that the students love coming to school and are disappointed when they are unable to attend.  A team of three nurses support students with their health needs and, in this way, help to maximise opportunities for the participation and engagement of each student in their class and learning programs. The school works closely with Royal Children’s Hospital staff and external providers to ensure that students can be at school and engaged in learning as often as possible.  The average absent days of 59.4 days per student for 2019 was 2.5 days above the average number of absence days in 2018 and remains well above state targets and above the 4 year average of 57 days per student. These figures are indicative of the increasingly complex physical and health needs of our students. In most instances our students were at school every day that they were well enough to travel to and from school. The Home Based Learning Support program enabled students who were not well enough to be at school for extended periods of time to remain connected with their classes and to participate in the learning programs of their class. At-home learning packs were provided for students having extended absences.  Careers Action Planning is undertaken for all post compulsory students. The school worked with families, Department of Health and Human Services (DHHS), community agencies and post school providers, to develop post school plans for graduating students. The feedback on this process has been very positive as has feedback on the support offered to families in the process of decision making around post school options for the graduating students  Parents were regularly invited into the school to join in class room learning programs and sub-school and whole school activities. In the Parent opinion survey 80% of parents indicated a positive rating for having opportunities to participate in their child's learning and for having their contributions valued. 80% of parents felt confident about approaching the school with concerns and about having their concerns taken seriously. |
| Wellbeing |
| Glenroy Specialist School demonstrated well developed processes that ensured successful transitions for students as they moved into and throughout the school. Transition for new students involved orientation visits, parent information sessions and brochures, school and therapy liaison with early intervention settings, intake meetings involving parents and the multi-disciplinary team. New preps and their parents attended trainings, prior to the school year starting, to ensure that Mealtime processes and health support needs were well understood.  Students making the transition to Middle or Senior school were involved in graduation ceremonies and orientation visits. Transition information booklets were prepared for families and for the students. Parent information meetings focused on improving transition support for parents and carers.  Handover protocols facilitate the provision of consistent learning programs and sequential skill development for all students. In the parent Opinion Survey 90% of parents responding felt that their child was supported to adjust to their new class. 100% of parents recorded a positive rating for the work the school did to help students develop confidence an resilience skills.  Graduating students were supported to access a range of pre workplace and workplace opportunities.  Young adults graduating from the school and their families were supported by school and DHHS staff to ensure smooth transitions to life beyond Glenroy Specialist School. A formal Graduation Dinner Dance was held to celebrate the transition from school to adult options.  The school did not have major student behaviour problems, but it was identified that many students required behavioural support as the basis for them developing levels of engagement and independence. The school has continued to worked towards the implementation of the School Wide Positive Behaviour Support (SWPBS) framework in all sub-schools. 90% of parents responding to the Parent Opinion Survey felt that the school has a consistent approach to promoting positive behaviour and that staff model positive behaviour. |
| Financial performance and position |
| 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 2019 year in a financial surplus. Approximately $9.5 million dollars of the Student Resource Package was used for staffing. The school received Equity Funding of $ 24,205 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 and employee 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** [**www.glenroyss.vic.edu.au**](file:///C:\Users\08067131\AppData\Local\Microsoft\Windows\INetCache\IE\DO8PE340\www.glenroyss.vic.edu.au) |

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Account | $67,688 | | Other Accounts | $0 | | **Total Funds Available** | **$1,833,429** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $10,602,895 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $555,157 | | Government Grants Commonwealth | $14,583 | | Revenue Other | $58,621 | | Locally Raised Funds | $51,899 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$11,283,154** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $48,832 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$48,832** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $133,976 | | School Based Programs | $808,249 | | Asset/Equipment Replacement < 12 months | $87,640 | | Maintenance - Buildings/Grounds < 12 months | $359,121 | | **Total Financial Commitments** | **$1,388,986** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $9,486,914 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $2,324 | | Communication Costs | $10,847 | | Consumables | $56,622 | | Miscellaneous Expense³ | $203,572 | | Professional Development | $29,394 | | Property and Equipment Services | $331,479 | | Salaries & Allowances⁴ | $33,562 | | Trading & Fundraising | $9,384 | | Travel & Subsistence | $10,856 | | Utilities | $174,854 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$10,349,805** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$933,349** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$53,531** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | *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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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