

2024 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 20 March 2025 at 09:03 AM by Michael Cole (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 20 March 2025 at 09:03 AM by Michael Cole (Principal)

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

School context

Glenallen School

Vision

Glenallen School aspires to be a world's best practice specialist school, delivering innovation and excellence in teaching and learning for students with physical disabilities and/or health impairments. The school supports students with a wide range of intellectual abilities, many of whom have complex needs and multiple disabilities.

Values

Our core values of **Communication**, **Respect**, **Teamwork**, and **Learning** underpin everything we do at Glenallen School.

Purpose

Individualised educational and therapeutic programs are designed to promote student achievement and maximise independence in functional activities. Every student is encouraged to be an active participant in their own learning program. Students who use Augmentative and Alternative Communication (AAC) systems are supported and encouraged to use their communication method across all school activities throughout the day.

Workforce Composition

Our transdisciplinary teams include teachers, physiotherapists, occupational therapists, speech pathologists, and a music therapist. These teams work collaboratively to plan, implement, and evaluate holistic, student-focused learning programs.

Glenallen School employs over **180 staff**, comprising:

- Principal Class Staff
- Teachers
- Therapists
- Program Assistants
- Personal Care Attendants
- Administration Staff
- Technical Staff
- Nurses
- Wellbeing Officer
- Maintenance Manager

Geographical Location

Glenallen School is located at **7 Allen Street, Glen Waverley**, and services a designated transport area that spans both the Southern and Eastern metropolitan regions.

Size and Structure

The school is situated on a **10-acre site**, with facilities designed to cater for up to **180 students**. The school is structured into the following departments:

- **Primary School**
- **Secondary School**
- **Transition School**
- **Specialist Programs:** The Arts, STEM, Physical Education, Library and Swimming
- **Therapeutic Programs:** Physiotherapy, Occupational Therapy, Speech Pathology
Division 1 nursing staff support the complex medical needs of students across all school programs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout the 2024 year, our staff continued to prioritise student learning, with a particular emphasis on numeracy, literacy and wellbeing. We continued to implement our 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, we were able to tailor our teaching to meet the diverse needs of our students. Overall, our focus on student learning in 2024 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

In 2024, we were fortunate to employ a Mental Health Practitioner (MHP) with an occupational therapy background. The MHP provided direct counselling support to address mild to moderate student mental health concerns and coordinated support for students with more complex needs. Their work extended beyond individual support, positively impacting whole classes and the broader school community by contributing to a whole-school approach to mental health and wellbeing. This included preventative strategies and capability-building initiatives for staff. As a result, we now have a clear referral system in place that families and students can access for support. Staff actively participated in a range of Professional Learning Activities (Workshop Cafes), which significantly deepened their understanding of the MHP role and equipped them with the knowledge and skills to better support students through the framework of Respectful Relationships. Our school's wellbeing data demonstrated a high level of performance, with a

maintained level of change. These results were drawn from the 2024 Student Attitudes to School Survey, which measured performance across key wellbeing indicators including emotional awareness, managing bullying, school connectedness, stimulated learning, and student voice. These outcomes highlight the positive impact of our ongoing wellbeing initiatives and reinforce our commitment to fostering a supportive and inclusive school environment.

Engagement

I am pleased to report that a Health and Wellbeing Team was established in 2024, comprising members of the Principal Class, the Health and Wellbeing Coordinator, the Mental Health Practitioner (MHP), and the Behaviour Learning Specialist. The team is scheduled to meet three times per term with the aim of discussing wellbeing issues, setting goals, and developing strategies to enhance the delivery of wellbeing services across the school. Our Health and Wellbeing Coordinator, alongside the Mental Health Practitioner, has continued to identify students requiring support while also developing classroom lessons designed to engage and support both students and staff through meaningful and engaging wellbeing activities. A range of extracurricular programs have also been implemented to further support student wellbeing and engagement. These include, but are not limited to: Pamper Pals, Girls Group, Creative Movement, individual MHP sessions, and small group interventions. These sessions have proven to be highly beneficial, contributing to improved mental health and fostering a more positive mindset among our students. Feedback from students, as captured in the Attitudes to School Survey, reflects these positive outcomes.

Other highlights from the school year

Throughout 2024, our staff successfully implemented new literacy and mathematics programs for students. The dedication and hard work of our team were evident in the thoughtful development, design, and implementation of processes that ensured all students had access to engaging, inclusive, and participatory learning experiences. Our Curriculum Coordinator and Learning Specialists worked in close collaboration with the Victorian Curriculum and Assessment Authority (VCAA) to strengthen the delivery of the Victorian Curriculum across the school.

Financial performance

At the end of 2024, Glenallen School anticipated a modest surplus for the year ahead. As a school that primarily supports students with complex medical needs and fluctuating enrolment numbers, our key financial priority remains ensuring that the Student Resource Package (SRP) sufficiently covers committed staffing costs. The school continues to incur substantial expenses related to Casual Relief Teaching (CRT), non-teaching staff, and Personal Care Attendants. Additionally, challenges in recruiting permanent staff for advertised positions have resulted in increased costs associated with recruitment and onboarding processes. We are pleased to report that Glenallen

continued to receive philanthropic funding throughout 2024, which enabled the purchase of additional resources for our students, such as a new outdoor swing, further enhancing their learning and wellbeing experience. The school also actively implemented strategies to optimise staffing across all areas, with a strong focus on maintaining financial sustainability while continuing to deliver high-quality support for our students.

**For more detailed information regarding our school please visit our website at
<https://glenallen-sch.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 157 students were enrolled at this school in 2024, 74 female and 83 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).

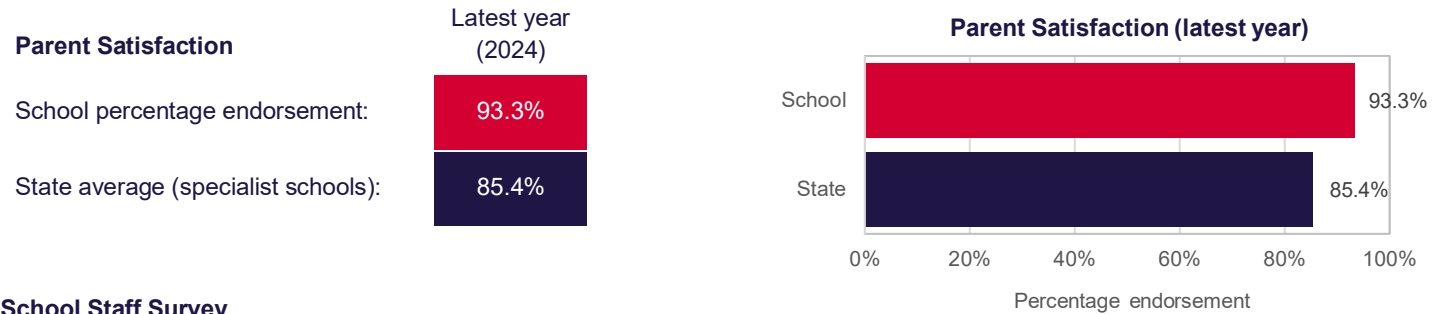
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **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.

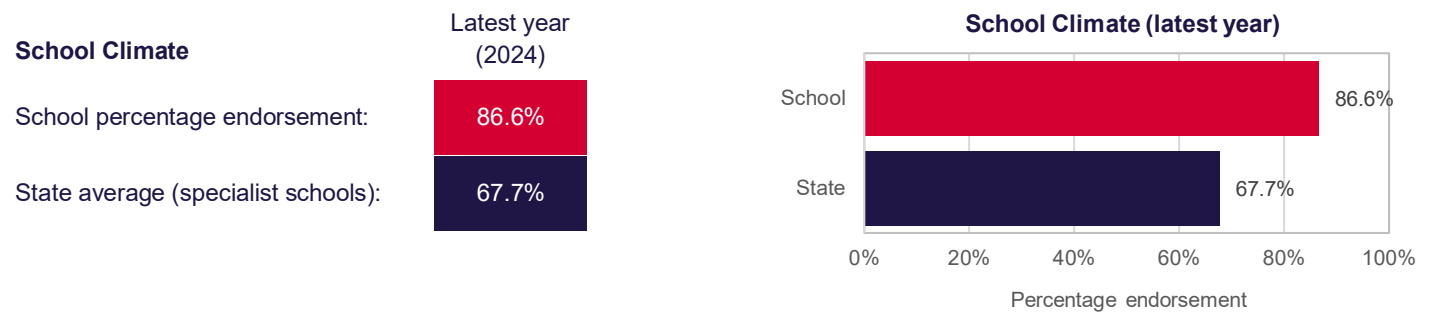


School Staff Survey

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.

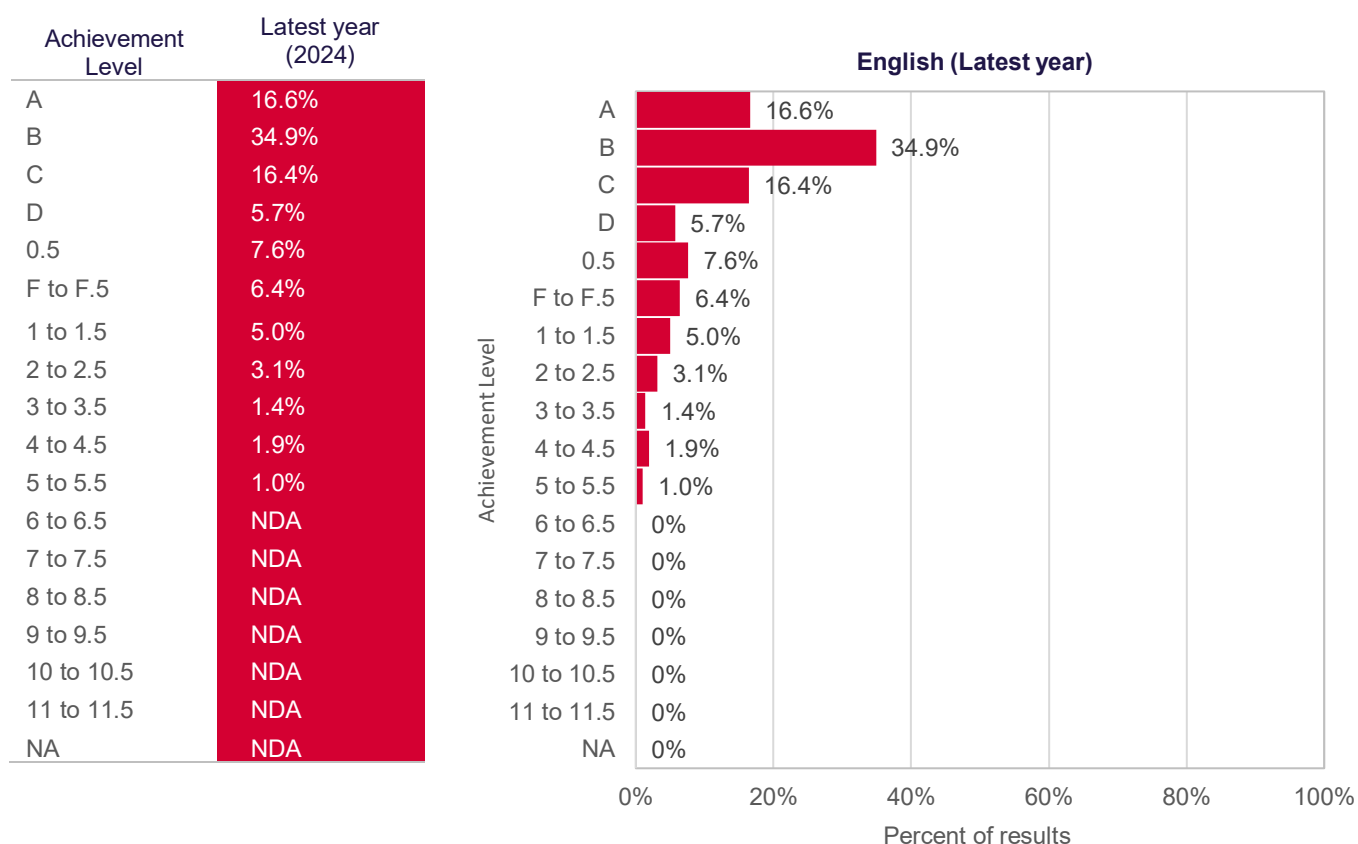


LEARNING

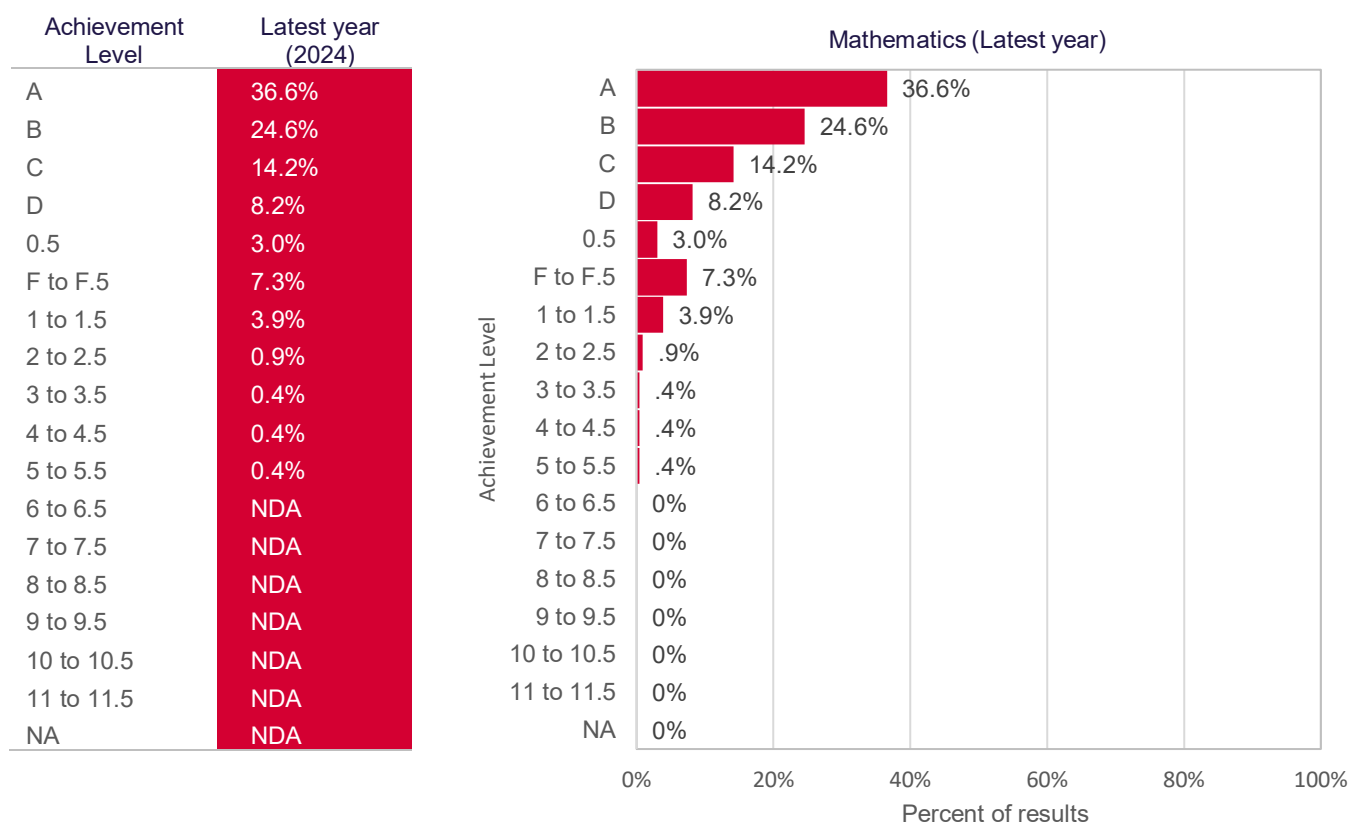
Teacher Judgement of student achievement

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

English



Mathematics



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	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'.

Student Exits	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	NDP	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$12,508,524
Government Provided DET Grants	\$1,106,279
Government Grants Commonwealth	\$6,473
Government Grants State	\$0
Revenue Other	\$88,012
Locally Raised Funds	\$102,885
Capital Grants	\$0
Total Operating Revenue	\$13,812,173

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,507
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,507

Expenditure	Actual
Student Resource Package ²	\$11,990,864
Adjustments	\$0
Books & Publications	\$1,819
Camps/Excursions/Activities	\$19,479
Communication Costs	\$8,936
Consumables	\$105,144
Miscellaneous Expense ³	\$100,751
Professional Development	\$24,271
Equipment/Maintenance/Hire	\$110,165
Property Services	\$183,154
Salaries & Allowances ⁴	\$393,166
Support Services	\$2,590
Trading & Fundraising	\$13,017
Motor Vehicle Expenses	\$15,661
Travel & Subsistence	\$439
Utilities	\$209,051
Total Operating Expenditure	\$13,178,508
Net Operating Surplus/-Deficit	\$633,666
Asset Acquisitions	\$36,680

- (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 23 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	\$1,026,061
Official Account	\$32,840
Other Accounts	\$0
Total Funds Available	\$1,058,901

Financial Commitments	Actual
Operating Reserve	\$198,031
Other Recurrent Expenditure	\$0
Provision Accounts	\$12,000
Funds Received in Advance	\$0
School Based Programs	\$135,381
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$698
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$6,911
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$353,021

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.