

2025 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 24 March 2026 at 11:48 AM by Michael Cole (Principal)

- As executive officer of the school council, I attest that this 2025 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 24 March 2026 at 11:48 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

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 and allied health professionals. These teams work collaboratively to plan, implement, and evaluate holistic, student-focused learning programs. Glenallen School employs over 183 staff, comprising:

- Principal Class Staff
- Teachers
- Mental Health Practitioners (Primary and Secondary School)
- Inclusion Outreach Coach (IOC)
- 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 2025, our staff continued to prioritise student learning, with a strong focus on numeracy, literacy, and wellbeing. We further embedded our improvement strategy aimed at supporting students requiring additional assistance, while also extending learning opportunities for students of all abilities. This inclusive approach ensures that every student is supported to achieve their personal best, both academically and socially.

A significant contributor to our progress in 2025 was the continued strengthening of curriculum planning across the school. This year, there was a strong focus on the development and implementation of whole school scope and sequences, supporting greater consistency in teaching and further strengthening the way learning is sequenced for all students.

We also continued to implement our improvement strategies aimed at supporting all students to access meaningful and engaging learning. This included strengthening collaborative planning practices and supporting staff to deliver clear and structured lessons, aligned with the Victorian Teaching and Learning Model 2.0, that respond to the diverse needs of our students.

Our Curriculum Coordinator and Learning Specialists continued to work closely with the Victorian Curriculum and Assessment Authority (VCAA), Department of Education Key Stakeholders and the Principal's Association of Special Schools to strengthen curriculum delivery and ensure alignment with best practice. This work has supported greater consistency and clarity in teaching and learning across the school.

Overall, our focus on student learning in 2025 remained a collective effort between staff, families, and the broader school community. The continued development of our scope and sequences, alongside strengthened planning, teaching and assessment practices, highlights our commitment to delivering a high quality, inclusive education for every student.

Wellbeing

In 2025, our Mental Health Practitioner (MHP), with an occupational therapy background, continued to play a vital role in supporting student wellbeing. The MHP provided targeted counselling support for students experiencing mild to moderate mental health concerns and coordinated supports for those with more complex needs. Their work extended beyond individual students, contributing to a whole school approach to mental health and wellbeing.

This approach included preventative strategies, capability building for staff, and the ongoing development of a clear and accessible referral process for students and families. Staff continued to engage in professional learning opportunities, including Workshop Cafés and staff meetings, which strengthened their understanding of the MHP role and enhanced their capacity to support students within the Respectful Relationships framework.

A range of targeted and whole school wellbeing initiatives also supported students to connect with others and develop independence. Programs such as the Friendship group and Pamper Pals provided structured opportunities for students to engage in mindfulness, relaxation, social interaction and shared activities, supporting confidence, communication and positive relationships with peers. A highlight this year was the introduction of a visiting therapy dog, which supported student engagement, emotional regulation and participation across a range of learning activities, and brought a strong sense of connection across the school community.

Our wellbeing data in 2025 continued to reflect strong performance and stability across key indicators. These results, drawn from the Student Attitudes to School Survey, included measures such as emotional awareness, managing bullying, school connectedness, stimulated learning, and student voice. These outcomes reinforce the positive impact of our whole school approach and our commitment to fostering a safe, supportive, and inclusive environment.

Engagement

In 2025, the Health and Wellbeing Team continued to play an integral role in supporting student engagement and wellbeing. The team, comprising members of the Principal Class, Health and Wellbeing Coordinator, Mental Health Practitioner, Behaviour Learning Specialist and Inclusion Outreach Coach, met regularly to review student needs, set priorities, and develop targeted strategies to enhance wellbeing outcomes across the school.

The Health and Wellbeing Coordinator, in collaboration with the MHP, continued to identify students requiring additional support and developed classroom programs that promoted engagement, resilience, and emotional regulation. A range of targeted and extracurricular programs were delivered, including Pamper Pals, Girls Group, Creative Movement, individual MHP sessions, and small group interventions. The school also advertised and appointed a MHIPS Teacher towards the end of the year.

Student engagement was further supported through a wide range of programs and experiences across the school. Camps and excursions provided valuable opportunities for students to build independence, confidence and social connections, while engaging in new and meaningful experiences outside the classroom. Initiatives such as Minecraft Club and choir also provided

opportunities for students to develop communication, teamwork and interpersonal skills in a fun and inclusive environment.

The Advance program, along with Structured Workplace Learning and other community based experiences, provided meaningful opportunities for senior and transition students to develop independence, social skills and confidence in real world settings, while strengthening their connection to the broader community.

Student voice continued to be an important part of school life, with the Student Representative Council providing opportunities for students to contribute ideas, take on leadership roles and represent their peers. Students spoke positively about working as a team, helping others and using their voice within the school community.

These programs have continued to demonstrate positive outcomes, supporting improved mental health, increased engagement, and a stronger sense of connection for students. Feedback from the Student Attitudes to School Survey further reflects these gains, highlighting improvements in student voice, inclusion, and overall engagement.

Other highlights from the school year

Throughout 2025, there were many highlights across the school, with staff continuing to provide a wide range of engaging and inclusive learning experiences for students. Students participated in a variety of activities beyond the classroom, including camps, excursions and community based programs. These experiences supported students to build independence, confidence and social connections, while providing opportunities to engage with new environments and real world contexts.

Our school also continued to offer a broad range of physical and recreational programs. Interschool sport, gymnastics and horse riding programs provided inclusive opportunities for students to participate, develop coordination and experience success as part of a team. These programs contributed to a strong sense of school connection and participation across all year levels.

Cultural and community activities such as Harmony Day, Diwali, NAIDOC week and the Easter Hat parade remained an important part of school life, providing opportunities for students to share experiences, celebrate diversity and connect with others through shared traditions and activities. These experiences contributed to a strong sense of belonging and community within the school.

Financial performance

At the end of 2025, Glenallen School maintained a cautious and strategic approach to financial management, with a focus on sustainability in the context of complex student needs and fluctuating enrolments. Ensuring that the Student Resource Package (SRP) adequately supports staffing commitments remains a key priority.

The school continues to experience significant expenditure in areas such as Casual Relief Teaching (CRT), non-teaching staff, and Personal Care Attendants. Ongoing challenges in

recruiting permanent staff have also contributed to increased costs associated with recruitment and onboarding processes.

We are pleased to report that Glenallen School continued to benefit from philanthropic support throughout 2025. This funding has enabled the purchase of additional resources to enhance student learning and wellbeing, including improvements to outdoor play and sensory spaces.

The school has also continued to implement strategic staffing and resource management practices, ensuring financial responsibility while maintaining a high standard of support and educational provision for all students.

Our new business manager has been able to source the support of the SFLO team and is diligently monitoring all aspects of the school's finances alongside the Principal and the School Council.

**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 167 students were enrolled at this school in 2025, 89 female and 78 male. 30% had English as an additional language and NDP 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	92.7%	
	Similar schools	88.2%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.8%	
	Similar schools	69.2%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

		2025	
A	School	14.8%	
B	School	37.8%	
C	School	17.3%	
D	School	6.3%	
0.5	School	7.9%	
F-F.5	School	3.8%	
1.0-1.5	School	6.3%	
2.0-2.5	School	4.4%	
3.0-3.5	School	1.1%	
4.0-4.5	School	0.3%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	1.1%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025	
A	School	37.5%	
B	School	30.0%	
C	School	8.3%	
D	School	8.3%	
0.5	School	0.8%	
F-F.5	School	7.5%	

			2025
1.0-1.5	School	4.2%	
2.0-2.5	School	1.7%	
3.0-3.5	School	1.7%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	2.5%	

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	School	7.1%	14.6%
	Similar schools	50.2%	49.6%
	State	81.5%	81.2%

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	State	21.5	21.7
Ungraded	School	53.1	50.7
	Similar schools	39.7	39.4
	State	40.0	39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Ungraded	School	73.2%

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$13,272,289
Government Provided DET Grants	\$1,696,707
Government Grants Commonwealth	\$2,898
Government Grants State	\$5,250
Revenue Other	\$61,637
Locally Raised Funds	\$103,427
Capital Grants	\$0
Total Operating Revenue	\$15,142,208

Equity	Actual
Equity (Social Disadvantage)	\$37,092
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$37,092

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$12,940,765
Adjustments	\$0
Books & Publications	\$6,094
Camps/Excursions/Activities	\$28,855
Communication Costs	\$10,082
Consumables	\$105,783
Miscellaneous Expenses ²	\$125,459
Agency Staff	\$0
Professional Development	\$28,180
Equipment/Maintenance/Hire	\$127,344
Property Services	\$403,886
Salaries & Allowances ³	\$502,791
Support Services	\$21,189

Expenditure	Actual
Trading & Fundraising	\$14,437
Motor Vehicle Expenses	\$20,857
Travel & Subsistence	\$943
Utilities	\$223,387
Total Operating Expenditure	\$14,560,051
Net Operating Surplus/-Deficit	\$582,157
Asset Acquisitions	\$139,716

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,087,863
Official Account	\$35,304
Other Accounts	\$0
Total Funds Available	\$1,123,166

Financial Commitments	Actual
Operating Reserve	\$269,881
Other Recurrent Expenditure	\$1,092
Provision Accounts	\$12,000
Funds Received in Advance	\$0
School Based Programs	\$304,933
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$121,905
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$709,811

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.