



Department of Education and
Early Childhood Development

2012 Annual Report to the School Community

Glenroy Specialist School
School Number: 4915



Glenroy Specialist School

With an enrollment of 143 students from 5 to 18 years, Glenroy Specialist School is the largest of four schools in Victoria for students with physical and multiple disabilities. Our new school, at 208 Hilton Street Glenroy was completed by December 2012 and staff and students began the 2013 school year in our new facility.

The school provides a broad and comprehensive curriculum for each student based on their Individual Learning Plans formulated by teachers, parents and therapists in Student Support Group meetings. Curriculum programs are underpinned by the Victorian Essential Learning Standards (VELS), the National Curriculum and incorporate pre-VELS levels. The school has a team of 2 principal class members, 44 teachers, EFT 34.2, and 91 Education Support staff, EFT 45.03. Teachers work in teams with Physiotherapists, Occupational Therapists, Speech Pathologists, Nurses and support staff to enable each student to be actively involved in challenging learning.

Key curriculum initiatives include 4 Blocks Literacy, Conductive Education, Intensive Interaction. Physical learning programs include bike riding, mobility training and hydrotherapy. A Mealtime Program provides each student with 1:1 support with their meals and time for skill development, including communication. Senior students work towards VCAL and transition certificates. Student leadership is a key focus within the school.

Our strategic intent over the next 4 years is to maximize student learning outcomes, raise the levels of student independence and engagement and to improve student transitions into, within and beyond the school.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>All students have Individual Learning Plans set by their Student Support Groups. The curriculum is adapted from the VELS, pre-VELS and VCAL. Each student's IEP includes specific learning outcomes implemented and evaluated by their team. We have incorporated resource materials to assist teachers and therapists to implement a variety of programs to cater for a range of student needs. Examples being programs based on the Principles of Conductive Education, Intensive Interaction and 4 Blocks literacy.</p> <p>96% of students have achieved satisfactory progress or better with 76% of students achieving good progress or better against their individual learning goals. Parent satisfaction with the school was not surveyed in line with AEU bans.</p> <p>All Victorian Government teachers meet the registration requirements of the Victorian Institute of Teaching. Over half of the teaching staff have Special Education qualifications, or are working towards these qualifications.</p> <p>The school provides teachers 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.</p>	<p>Our school community is characterized by high levels of engagement and wellbeing.</p> <p>The survey of student opinion towards school indicated extremely high positive feelings across all areas.</p> <p>Our Student Leadership Group gives students across the school a voice and their meetings allow them to plan whole school activities.</p> <p>Two fulltime nurses and a nursing assistant support student health needs and enable students, who would otherwise be excluded, to attend school.</p> <p>The school has a Student Welfare Officer, who is also responsible for coordinating student support and for the Personal Development curriculum and resources.</p> <p>The VCAL program provides students with opportunities for project based learning and involvement in the broader community.</p> <p>Parents are welcomed into the school regularly to join in with activities in their child's class. Parents have the opportunity to attend workshops and have been provided with information on a wide range of disability specific subjects such as communication strategies and Sexuality and Puberty. A parent lounge and outdoor courtyard have been developed to accommodate parents who have to transport their children to school and remain all day.</p>	<p>Glenroy Specialist School has well-developed processes, ensuring successful transition for students as they move into and through the school.</p> <p>Transition for new students involves orientation visits, parent information sessions and brochures, school and therapy staff visits to early intervention settings, intake meetings involving parents and the multi-disciplinary team, and dissemination of medical reports. New preps and their parents attend meetings prior to the school year starting to ensure that Mealtime processes and health support needs are well understood.</p> <p>Students who are making the transition to middle or senior school are involved in graduation ceremonies and orientation visits. Transition information booklets are prepared for families and for the students. Work in 2013 will focus on improving transition support for parents and carers.</p> <p>Handover protocols have been developed to assist staff transitioning students. VCAL students are supported to access a range of pre workplace and workplace opportunities.</p> <p>Young adults graduating and their families are supported by school and DHS staff to ensure a smooth transition to life beyond Glenroy. A formal Graduation Dinner Dance is held annually to celebrate the transition from school to adult options.</p>

For more detailed information regarding our school please visit our website at

www.glenroyss.vic.edu.au

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Financial Performance and Position

Glenroy Specialist School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$2,608,289
Commonwealth Government Grants	\$0
State Government Grants	\$0
Other	\$85,767
Locally Raised Funds	\$42,008
Total Operating Revenue	\$2,736,064

Expenditure

Salaries and Allowances	\$301,814
Bank Charges	\$389
Consumables	\$58,900
Books and Publications	\$6,944
Communication Costs	\$10,028
Furniture and Equipment	\$133,326
Utilities	\$57,830
Property Services	\$108,365
Travel and Subsistence	\$4,483
Motor Vehicle Expenses	\$4,012
Administration	\$6,845
Health and Personal Development	\$4,402
Professional Development	\$34,733
Trading and Fundraising	\$26,967
Support/Service	\$1,770,295
Miscellaneous	\$33,190
Total Operating Expenditure	\$2,562,523

Net Operating Surplus/-Deficit **\$173,541**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2011 Actual
High Yield Investment Account	\$140,004
Official Account	\$47,829
Other Bank Accounts(listed individually)	
10011- Investment Account	\$819,962
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$1,007,795

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$428,741
Assets or Equipment Replacement < 12 months	\$100,000
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$275,353
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$200,000
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$1,004,095

Financial performance and position commentary

Glenroy Specialist School continues with strong financial management. The 2011 school year ended with the school in surplus with \$820,000 invested for future use. Funds have been accumulating to support the development of, and move into, our new school, with money held in reserve for 2012 and 2013. Revenue from the National Secondary Schools Computer Fund was used to update student ICT systems.