

Glenvale School

Annual Report



2016



5627

Introduction

The Annual Report for 2016 is provided to the community of Glenvale School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Glenvale is a growing school which has two campuses, one at Narara and one at North Entrance. The school supports a satellite class which is based at valley View Public School.

The school enjoys strong community support and is connected to other local schools through the Valley Schools Local Network Group and a variety of external private and not for profit organisations.

The focus of our school will continue to be based on three key aims. Student Centred Learning, Quality Resourcing and Quality Relationships as we move through 2017.

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Message from the school community

Glenvale School does not have a formalised Parent and Citizens Association or School Council. The school is however, actively supported by a connected parent committee who engage with the broader community to support the school in fundraising, activities, trivia nights and coordinating parent support groups and networks. Our parent group are a highly valued part of our school and each campus of the school has its own unique supports, connections and communities.

School background

School vision statement

Our objective is to develop in each of our students the knowledge, skills and behaviours that they need to participate in life as fully and as independently as possible. Our vision is that every student will leave school with: a communication system that enables them to communicate their needs with a variety of communication partners; behaviour that is socially appropriate, and the skills to live a full, happy life that they value.

School context

Glenvale School is a special school located on the Central Coast of New South Wales and is spread over 3 sites of very different, but very lovely natural environments. The main school of 14 classes is set amongst the trees at Narara, a satellite class for primary aged students is within Valley View Public School and seven classes are located on the beach front at The Entrance North. The school caters for students from 4 years of age through to the end of the year in which they turn 18 (usually Year 12) in small classes of 6 to 8 students with a special education teacher and school learning support officer. Glenvale provides individual education programs for students with a wide variety of disabilities. Most students have a moderate or severe intellectual disability and many have multiple disabilities. Staff are highly skilled in teaching students with all disabilities and the school is a centre of expertise in the teaching of students with autism. Glenvale is an active member of the Valley Schools Learning Community of ten local schools which actively support each other ensuring that Glenvale's staff and students are afforded many opportunities to work with mainstream students. Glenvale is also supported by the Valley Schools Aboriginal Network which provides cultural activities and support for our students of Aboriginal background.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Relationships

Purpose

We believe in excellence in teacher quality, in opportunities for teaching and learning and in outcomes for all students. This can only be achieved when all stakeholders in a child's education communicate with each other, respect each other's skills, ideas and opinions and work together towards a shared vision for each student. The result will be quality relationships whereby students, teachers, families and allied professionals are connected through their shared vision for student learning.

Overall summary of progress

All parents actively use school app, website and commercial diary to obtain and provide information regarding their children's programs. All students with sensory needs have comprehensive assessments to ensure their engagement in learning. All students with communication support needs have a comprehensive assessment through access to a speech therapist, resulting in appropriate communication methods. Students have a wide range of options available to support their educational outcomes as a result of increased support from the wider school community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student progress in learning outcomes	During 2016 the school consolidated its teaching and learning program formats to enhance lesson plans, student assessment and reporting to parents. During 2017 an increased focus will be on reporting student achievement in new ways that provide parents with clear, accurate and timely information regarding the progress of their student.	Professional learning activities were coordinated for staff to access time and training to ensure consistency in reporting and assessment. The executive team has been coordinating this work across the stage teams and campus settings. Expenditure was \$11,677.00
Increased parent engagement	The school did not proceed with the school app but has worked closely with the parent group to ensure that access was provided to the school in regard to student information and communication to the community. The school has implemented the following initiatives in place of the school app program: <ul style="list-style-type: none">• School Facebook account which will link with existing parent community site.• School Twitter account to allow real time communication across the school and campus sites.• The establishment of a student and parent portal through the school administration and learning systems.	No school funds were expended in these free communication initiatives.

Next Steps

We believe in excellence in teacher quality, in opportunities for teaching and learning and in outcomes for all students. This can only be achieved when all stakeholders in a child's education communicate with each other, respect each other's skills, ideas and opinions and work together towards a shared vision for each student. The result will be quality relationships whereby students, teachers, families and allied professionals are connected through their shared vision for student learning.

Strategic Direction 2

Quality resourcing

Purpose

We believe that every student has the right to every resource needed to achieve to their highest potential.

This ensures that all students will have access to quality resources for every area of their individual learning plan, regardless of their abilities or disabilities.

Overall summary of progress

Increase in number of therapy programs that are fully integrated into teaching programs resulting in increased teaching time in classrooms

Increase in available human resources needed for teaching and learning

Students' learning needs are assessed at enrolment and at or prior to the start of each year ensuring that students' resourcing needs are identified and provided as early as possible

The school actively pursues all possible avenues to provide all the human and physical resources that students need to maximize progress in their learning outcomes at school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Therapy programs were delivered to students on site at the school through the Every Student Every School (ESES) program.• Improved and enhanced local decision making utilised to enhance staffing in relation to an additional Deputy Principal position, casual and temporary staffing practices.• Student learning assessed on entry and prior to entry to the school programs and resourcing and staffing targeted to meet individual needs.• Work with Asset management ensure that the school has an up to date assessment of facilities and urgently progress the enhancement of classroom settings and furnishings..	<p>During 2016 the school delivered significant therapy programs for students to enhance learning, physical well-being and access to the wider community.</p> <p>Student assessment in academic, physiological and psychometric domains have been incorporated as part of the school pre-placement and enrollment processes.</p> <p>Significant site and scope assessments have occurred at the Narara and North Entrance campuses though Asset Management and major painting and refurbishment programs have commence across the sites.</p> <p>School planning processes have continued to link teacher and support staff professional development plans to the three strategic aims of the school plan to align performance and management process to deliver quality teaching programs in well resourced classrooms.</p>	<p>The Department of Education has placed the school as a priority for capital works and enhancement programs. The school will then target Resource Allocation Model funding to enhance and build on these externally funded initiatives.</p>

Next Steps

We believe that every student has the right to every resource needed to achieve to their highest potential. This ensures that all students will have access to quality resources for every area of their individual learning plan, regardless of their abilities or disabilities. The school will Identify people knowledgeable about NDIS and organise meetings with families and staff to discuss NDIS and its impact on families and the school. The school will ensure parents are aware that we value their input and feel encouraged to take part in surveys or discussions with the school.

Strategic Direction 3

Student Centred Learning

Purpose

One of the reasons that Glenvale School is so successful in meeting the needs of students with a disability is the school's focus on programming to meet the individual needs of each student. We believe that an increased focus on student centred learning will ensure that every student will achieve the skills that they need to live a full and valued life. Staff at Glenvale School need to continue to be leaders in the field of student centred learning and share their skills with their colleagues in other local schools.

Overall summary of progress

Consistent teaching and learning across the school so student learning flows uninterrupted from year to year. Consistent learning across all students' environments to maximise learning. All students at the school have a communication system in place that meets their needs for communication with others. Teaching and learning across the school is consistent, ensuring student learning is maximised and flows uninterrupted from year to year. Students' academic progress is recorded on standardised continuums

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Consistent teaching and learning across the school so student learning flows uninterrupted from year to year• Consistent learning across all students' environments to maximise learning	<p>To enhance consistent teaching and learning across the school so student learning flows uninterrupted from year to year mentoring programs have continued to be developed across the campuses.</p> <p>Opportunities are being provided and further developed to facilitate the sharing of information and student achievement and progress to ensure a continuum of learning and behavioural supports at key transitions for students..</p> <p>Consistent learning across all students' environments is being enhanced through stage and team meetings which are led by the assistant principals and coordinated by the principal and deputy principal.</p> <p>Consistency in lesson planning, scope and sequencing and individual learning programs are a significant feature of the progress being made toward meeting the requirements of the Australian Curriculum, reporting accurate information to parents and appropriate teacher moderation of student achievement.</p>	<p>Teaching and learning across the Key Learning Areas received \$16,677 during the 2016 school year.</p>

Next Steps

One of the reasons that Glenvale School is so successful in meeting the needs of students with a disability is the school's focus on programming to meet the individual needs of each student. We believe that an increased focus on student centred learning will ensure that every student will achieve the skills that they need to live a full and valued life. Staff at Glenvale School need to continue to be leaders in the field of student centred learning and share their skills with their colleagues in other local schools.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS funding has been grouped and allocated internally to support teachers and programs. This is an entitlement that has been filled in an acting capacity as an additional Deputy Principal position this year.</p> <p>Funding will allow the school to fill the position fill the position for 2017 as we have unfilled entitlement to 0.8 and 0.1855 QTSS.</p>	<p>0.1855 QTSS</p>
<p>Support for beginning teachers</p>	<p>Support for beginning teachers. All beginning teachers are supported as part of the TPL program. School executive have developed and implemented a mentor and accreditation support program at the Narara and Entrance North sites.</p>	<p>Expenditure during the 2016 year was \$25,750.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	87	96	94	107
Girls	43	46	49	42

Management of non-attendance

Students at Glenvale School generally have a very high rate of attendance. Occasionally medical issues will result in a student not attending for a period, but this is not common. It is essential that students attend school one very school day that they are able to attend as students who attend every day make much greater progress in their educational programs.

Structure of classes

Glenvale School structures classes based on students individual requirements, ability and factors of need..

Key structural elements are:

- students are organised into classes which align with staff expertise, combined factors of need and the physical environment which best supports learning and access.
- in general students are grouped according to similarity of need and each class has students of a range of similar ages. Secondary age students, for example, are not placed in the same class as very young students, but there is likely to be a range of scholastic years in each class.
- two Deputy Principals support each of the two main campuses and the Narara Campus has three Assistant Principals and The North Entrance has one Assistant Principal. These executive staff are responsible for teaching teams and report to the principal in regard to educational priorities, policy and staff performance and accountability.

Retention Year 10 to Year 12

Glenvale School has clear expectations that all students will complete year 12 at the school and transition planning for post school options is a significant feature of the school programs to support successful transitions to work or supported environments. The school is supported by the Support Teacher Transition who works across the three school sites.

Year 12 attaining HSC or equivalent

All students at Glenvale School who were in Year 12 in 2016 graduated with their HSC in Life Skills.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	26.48
Other Positions	0

*Full Time Equivalent

Glenvale School has a talented and diverse staff of a varied cultural background. At present 1.8% of staff identify as of Aboriginal descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

All teachers at Glenvale School hold tertiary education degrees in education plus special education qualifications.

All staff engage in frequent professional learning and staff hold particular expertise in the teaching of students with autism and social and communication difficulties. In general, school learning support officers undertake the same professional learning activities as teaching staff and, while they may not hold tertiary education qualifications, they are very experienced special educators.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	341 799.52
Global funds	156 985.81
Tied funds	135 346.34
School & community sources	15 771.52
Interest	3 388.67
Trust receipts	961.50
Canteen	813.45
Total income	655 066.81
Expenditure	
Teaching & learning	
Key learning areas	16 677.76
Excursions	3 840.68
Extracurricular dissections	2 167.97
Library	942.17
Training & development	350.00
Tied funds	87 651.40
Short term relief	54 041.11
Administration & office	23 341.39
School-operated canteen	0.00
Utilities	23 648.70
Maintenance	14 326.33
Trust accounts	1 948.41
Capital programs	0.00
Total expenditure	228 935.92
Balance carried forward	426 130.89

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	843 132.01
(2a) Appropriation	806 897.20
(2b) Sale of Goods and Services	2 548.28
(2c) Grants and Contributions	32 333.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 352.60
Expenses	-516 757.44
Recurrent Expenses	-516 757.44
(3a) Employee Related	-275 606.16
(3b) Operating Expenses	-241 151.28
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	326 374.57
Balance Carried Forward	326 374.57

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school has committees and sound financial administrative processes and governance structures to meet financial policy requirements.

	2016 Actual (\$)
Base Total	743 801.82
Base Per Capita	14 717.62
Base Location	324.00
Other Base	728 760.20
Equity Total	62 437.46
Equity Aboriginal	6 596.35
Equity Socio economic	55 841.11
Equity Language	0.00
Equity Disability	0.00
Targeted Total	4 181 673.15
Other Total	133 030.29
Grand Total	5 120 942.72

Multicultural Education and Anti-racism Glenvale School staff work to ensure that no person in the school community experiences discrimination for any reason including their cultural background or disability. Students take part in cultural activities as part of their classroom learning as well as activities such as Harmony Day, grandparents Day and other events where they are able to celebrate their achievements, their strengths and their diversity. Glenvale School is proud to be a diverse and inclusive school community.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Student progress is measured against individual SMART goals in each student's individual learning program. Progress is reported twice yearly in reports to parents. NAPLAN All students are exempted from NAPLAN due their significant intellectual disabilities. Higher School Certificate (HSC) All year 12 students completed the HSC LifeSkills credential.

Policy requirements

Aboriginal education

All students at Glenvale School have equal access to an individual educational plan. Where appropriate, students of Aboriginal background are provided with opportunities to engage in cultural activities by providing support for attendance at cultural days such as 'Yarn Up' for example.

Aboriginal education Glenvale School received Aboriginal funding which, together with other school funds, has been used to support students' individual learning plans. Glenvale School has offered students with an Aboriginal or Torres Strait Island background to participate in activities organised by the Valley Schools Learning Community as well as teachers offering cultural activities and learning as part of each student's individual plan.

Multicultural and anti-racism education