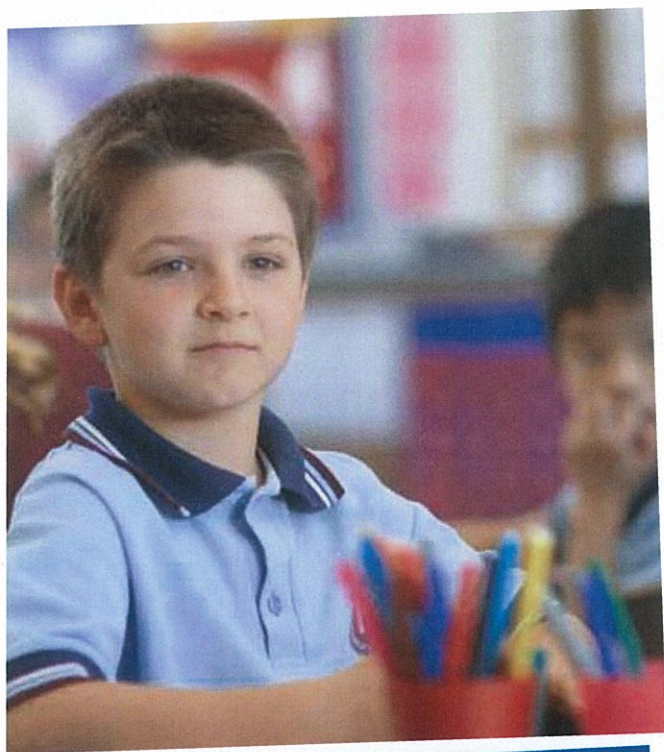




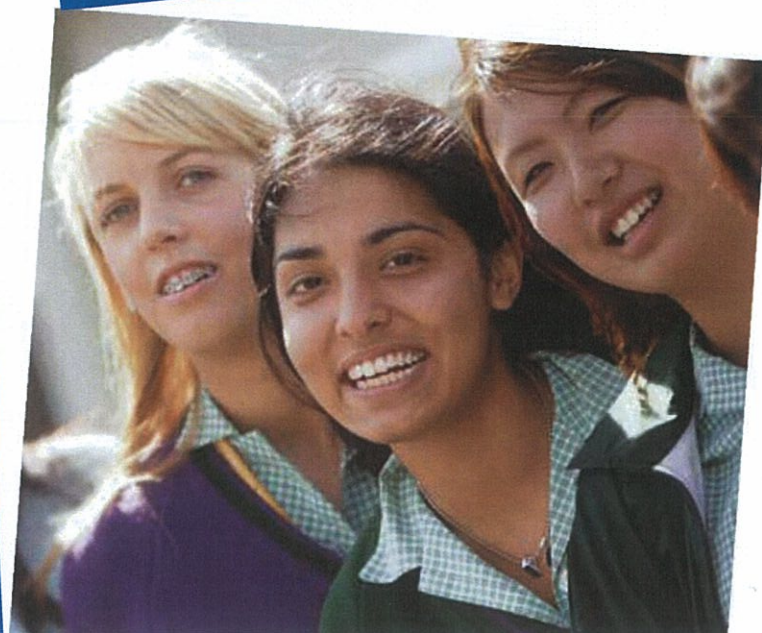
Department of Education and  
Early Childhood Development

# 2010 Annual Report to the School Community

Gladstone Park Secondary  
College  
School Number: 7858



Every  
child,  
every  
opportunity





## Gladstone Park Secondary College

### How this school compares to all Victorian government schools

#### Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year.  
The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

### School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



#### 3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



### School Profile

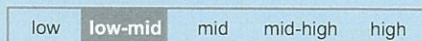
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

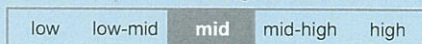


- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language



- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).



- 1542 students (699 female, 843 male) were enrolled at this school in 2010.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)



## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools: 

### Student Learning

#### 4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

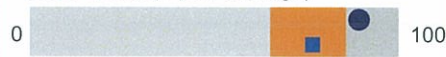
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2009



#### Results: English and Mathematics 2007 - 2009 (3-year average)



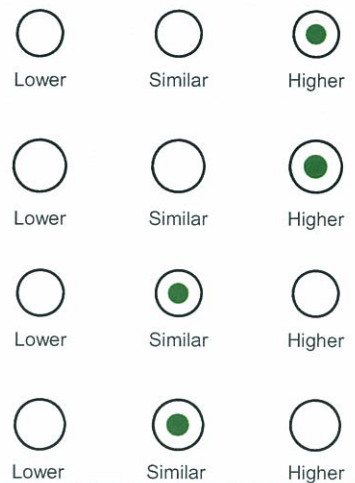
#### Results: All other subjects 2009



#### Results: All other subjects 2007 - 2009 (3-year average)



### School Comparison



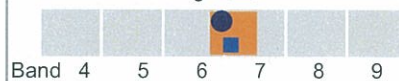
#### 5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

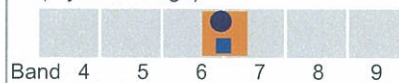
Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

#### Results: Reading 2010



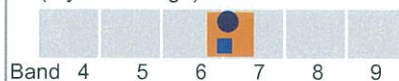
#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

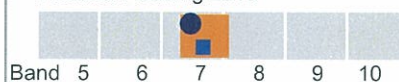
#### 6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

#### Results: Reading 2010



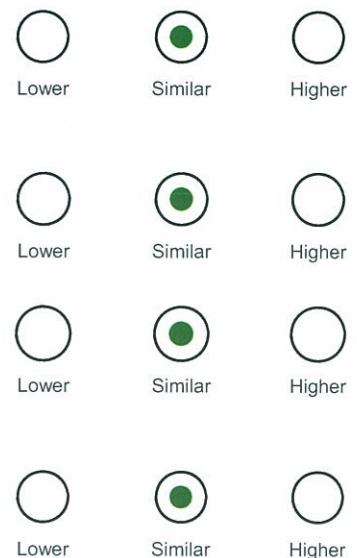
#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-year average)





## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

### Student Learning

#### 7. Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

### Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Percent of students in 2010 who satisfactorily completed their VCE: 100%

Percent of Year 12 students in 2010 undertaking at least one Vocational Education and Training (VET) unit of competence: 18%

Percent of VET units of competence satisfactorily completed in 2010: 82%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2010: 86%

### Student Engagement and Wellbeing

#### 8. Student attendance

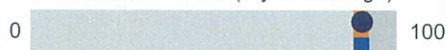
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

### Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Average 2009 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93%	91%	91%	89%	91%	93%

#### 9. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

### Student Pathways and Transitions

#### 10. Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

#### 11. Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

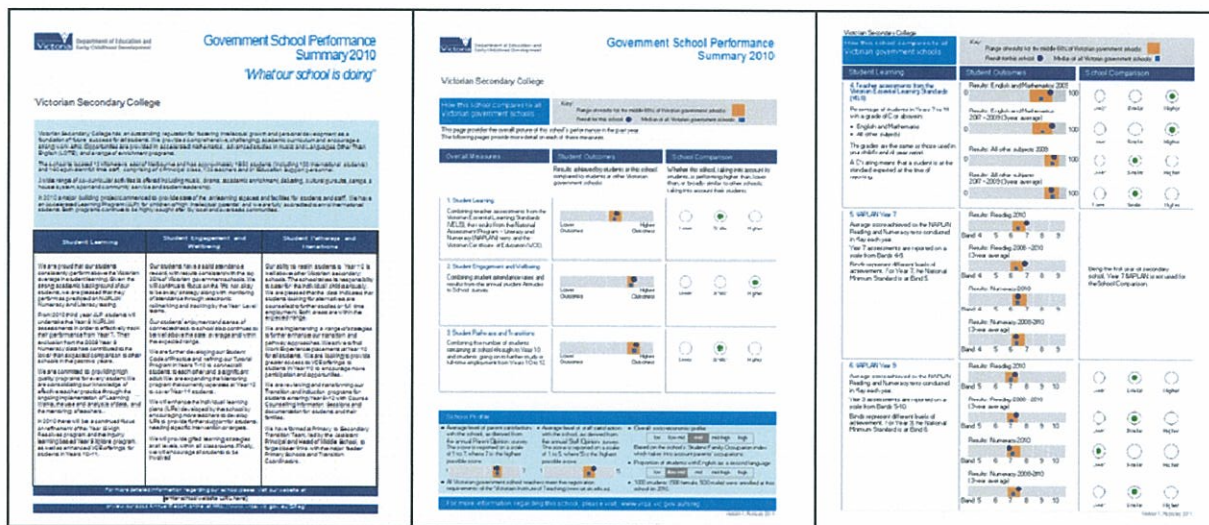


# How to read the Government School Performance Summary 2010

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.



The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

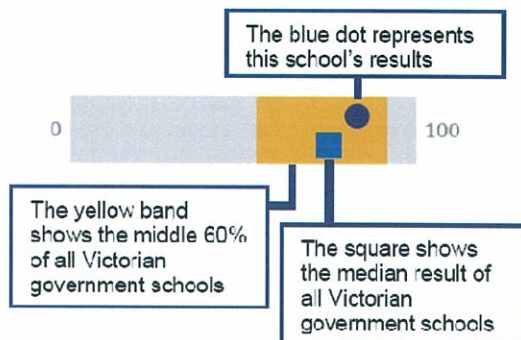
## What are student outcomes?

**Student outcomes** show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



### What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: [www.education.vic.gov.au/aboutschool/](http://www.education.vic.gov.au/aboutschool/)

### School Comparison



Lower



Similar



Higher

### What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

### What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.



### Gladstone Park Secondary College

At Gladstone Park, our major purpose is

to support students in achieving academic success, to give them the best possible chance of gaining entrance into a course at a University/Tertiary Institution or employment in their chosen pathways

to provide an invigorating learning environment that promotes merit, leadership and resilience and enables students to become valuable contributors to social, community and professional environments

to enhance success, we encourage students to be involved in extra curricular activities.

We have 101.7 EFT staff, 4 principal class and 24.67 education support staff who aim to develop our students to become independent learners who are resilient, responsible and strive to reach their full potential. School Motto: "Knowledge is Power". We are committed to a culture of respect -Respect of Self -Respect of Peers -Respect of Staff/School/Parents. We value student leadership. Our philosophy is to use the innate talent of students to lead our culture of respect. We value integrity, honesty, responsibility and cooperation and we believe in firm, fair discipline. We value academic and individual success through persistence and we celebrate success. We value diversity in all its forms. We promote pride and connectedness to our school community.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Overall student learning data is extremely good with excellent VCE results, good NAPLAN results and excellent VELS results.</p> <p>Our school is performing above the predicted range given the background characteristics of our students.</p> <p>Teacher assessments against the curriculum standards (VELS) are well above the state median. Year 7 NAPLAN results are at or above the median while year 9 NAPLAN results are slightly below.</p> <p>All 'Program for Students with a Disability' students showed progress at satisfactory or above in achieving their individual goals.</p> <p>We will continue to strive for excellence in all academic pursuits rewarding both effort and achievement.</p>	<p>The Attitudes to School Survey results are very pleasing with the school performing better than almost all schools.</p> <p>The positive result is due to the significant improvements made in school climate in recent years which have resulted in greater school connectedness and increased student pride in the school.</p> <p>These have included: Ensuring a safe and orderly environment in which learning is the key focus for all staff and students, major improvement in the physical amenity available to students and a significant increase in the availability of information technology to students.</p> <p>The average 2009 attendance data is very pleasing and reflects several years of concerted effort.</p> <p>We will continue to strive to provide a stimulating learning environment both in and outside the classroom.</p>	<p>In general, the data for Pathways and Transition is very good, particularly at years 10, 11 and 12.</p> <p>The only data set where the School Comparison was 'lower' was retention of Year 7 students between 2006 in Year 7 and 2009 in Year 10. This does not appear to make sense as the raw data shows we are on state average.</p> <p>Many students left the school in 2005 and 2006; very few now leave. This has already been addressed.</p> <p>The percentage of student going on to further studies in 2009 was higher than expected given the background characteristics of our students. This is an outcome of the strong emphasis our school places on academic achievement and doing well at VCE.</p>

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

[www.gladstoneparksc.vic.edu.au](http://www.gladstoneparksc.vic.edu.au)

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



# Financial Performance and Position

Gladstone Park Secondary College

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$2,537,982
Commonwealth Government Grants	\$105,949
State Government Grants	\$0
Other	\$269,220
Locally Raised Funds	\$958,681
<b>Total Operating Revenue</b>	<b>\$3,871,832</b>

### Expenditure

Salaries and Allowances	\$609,728
Bank Charges	\$2,762
Consumables	\$309,124
Books and Publications	\$10,394
Communication Costs	\$51,735
Furniture and Equipment	\$170,139
Utilities	\$117,017
Property Services	\$1,974,698
Travel and Subsistence	\$1,373
Motor Vehicle Expenses	\$33
Administration	\$42,143
Health and Personal Development	\$2,002
Professional Development	\$73,747
Trading and Fundraising	\$249,092
Support/Service	\$138,085
Miscellaneous	\$268,193
<b>Total Operating Expenditure</b>	<b>\$4,020,265</b>

**Net Operating Surplus/-Deficit** **-\$148,433**

**Capital Expenditure** **\$698,188**

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, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$331,045
Official Account	\$8,430
Other Bank Accounts( listed individually)	\$1,131,044
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$1,470,520</b>

## Financial Commitments

School Operating Reserve	\$250,000
Assets or Equipment Replacement <12 months	\$90,000
Capital – Building/Grounds including SMS < 12 months	\$1,114,400
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$16,120
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
	\$
<b>Total Financial Commitments</b>	<b>\$1,470,520</b>

## Financial performance and position commentary





Australian Government



Department of Education and  
Early Childhood Development

## Smarter Schools National Partnerships Annual Activity and Accountability Statement 2010

### 7858 Gladstone Park Secondary College

Funding provided through the Commonwealth National Partnerships is aligned with state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership Name	National Partnership for Low SES School Communities
2010 Allocation	\$49,070
2011 Notional Allocation (to date)	\$144,230
School Co-investment	Victorian Government Schools are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

#### Notes:

- \* National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- \* Expenditure at the school level may not have been spent in the year the direct support was received.
- \* Some schools are holding funds on behalf of other schools for a group improvement project.
- \* Schools with a \$0 allocation are:
  - being supported by a group improvement project where the funding is held by another school, or
  - receiving funding in subsequent years.

The school is participating in the following initiatives to support the achievement of its goals and targets:

2010 NP Initiative Details	2011 NP Initiative Details
Building teacher capacity (in-school support/coaches)	Building leadership capacity (coaching, professional learning)
Building teacher capacity (professional learning opportunities)	Building teacher capacity (in-school support/coaches)
Improved monitoring of literacy and numeracy performance information	Building teacher capacity (professional learning opportunities)
Timely student intervention and support for students not achieving at expected levels	Improved monitoring of literacy and numeracy performance information
	Timely student intervention and support for students not achieving at expected levels