

# 2016 Annual Report to the School Community



School Name: Gladstone Park Secondary College

School Number: 7858



Name of School Principal:	Lynne Gutterson
Name of School Council President:	Luch Markesich
Date of Endorsement:	16 <sup>th</sup> April 2017

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))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Gladstone Park is a single campus, co-educational year 7-12 college of around 1625 students that services a large resident community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment and a SFO of 0.619. Our staffing profile has 107.3 EFT teachers and 23.6 EFT support staff. The vast majority of students enrolled come from the 5 neighbourhood primary schools; however, more than 25 primary schools also feed our enrolments.

There is pressure on our enrolments with our ceiling being 1575 and 2016 numbers sit at 1598. We have waiting lists at each year level.

We run a Select Entry Accelerated Learning class at each year level and teach languages using the CLIL methodology for select Languages Immersion classes at each year level.

A significant proportion of students come from non-English speaking background therefore we have EAL classes at every year level. There are around 20 PSD funded students at each year level and we run reading and math programs, including after-school tutorial classes for students in need.

Student welfare support is a priority and the school employs two full time social workers to complement the DET supplied SSSO staff. Specialist welfare programs and extra-curricular programs support the education of our students.

### Framework for Improving Student Outcomes (FISO)

Our FISO foci for the current Strategic Plan are:

- Positive Climate for Learning: Empowering students and building school pride; setting expectations and promoting inclusion
- Excellence in Teaching and Learning: Building practice excellence

The school completed its Whole School review in 2016 and have since decided on the above FISO initiatives to be the focus for school improvement over the new Strategic Plan. We are working towards:

- further developing the instructional practice of every teacher to ensure a consistent approach to teaching and learning across the College;
- Maintain and further develop effective team planning across all curriculum areas to ensure every student is appropriately challenged and extended in each class;
- Create opportunities for students to increase their cognitive engagement and be actively involved in their learning to fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school.

### Achievement

Overall student learning data is extremely good, with excellent VCE results, good NAPLAN results and excellent AusVELS results. Our school is performing above the predicted range given the background characteristics of our students. In 2016, 17 of our year 12 students achieved an ATAR above 90, with our Dux achieving a score of 98.50.

Teacher assessment against the curriculum standards (AusVELS) are well above the State median. Year 7 NAPLAN and Year 9 NAPLAN results have a consistent trend and are at or slightly above the state average although relative growth in some areas is not at state benchmarks.

All 'Program for Students with a Disability' students showed progress at a satisfactory or above in achieving their individual goals. We will continue to strive for excellence in all academic pursuits, rewarding both effort and achievement.

### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework     AusVELS     Victorian Curriculum     A Combination of these

### Engagement

The Attitudes to School survey results are very pleasing, with the school performing at or above the state average.

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.

These have included: Ensuring a safe and orderly environment in which learning is the key focus for all staff and students; major improvement and maintenance in the physical amenity available to students; innovative curriculum programs, such as the SEAL and Language Immersion programs; a rich extra-curricular program and a significant increase in the availability of information technology to students.

The average 2016 attendance data is consistently improving and reflects several years of concerted effort. Currently we have a 98% attendance rate, which meets the school self-imposed 90% attendance requirements.

We continue to strive to provide a stimulating learning environment, both in and outside the classroom.



## Wellbeing

Gladstone Park's results from the 2016 Parent Opinion Survey show overall satisfaction at 84% an above state average result in the area of Student Safety. Currently we rank in the 4th Quartile, which is the top 25% of all secondary schools. This shows that parents believe Gladstone Park provides a safe learning environment.

Our results from the Student Attitudes to School survey also reflect a feeling of safety within the school.

The Sub-School system at Gladstone Park means students can be easily monitored and tracked. This system also enables support for teaching staff with matters relating to student discipline and welfare.

The Staff Survey results are at or above the state average for All Secondary Schools. We score particularly well in the area of Shielding and Buffering, scoring above the state average.

Gladstone Park works hard to support students through the Student Services team, targeted health and resilience programs and the Sub-schools. Gladstone Park offer a range of inclusive co-curricular and extra-curricular programs.

For more detailed information regarding our school please visit our website at  
[www.gladstoneparksc.vic.edu.au](http://www.gladstoneparksc.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 1594 students were enrolled at this school in 2016, 785 female and 808 male. There were 25% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-weight: bold;">●</span> Similar</p> <p><span style="color: green; font-weight: bold;">●</span> Similar</p> <p><span style="color: grey; font-weight: bold;">●</span> Lower</p> <p><span style="color: grey; font-weight: bold;">●</span> Lower</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>42%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	56%	22%	Numeracy	22%	48%	29%	Writing	27%	52%	21%	Spelling	30%	42%	28%	Grammar and Punctuation	26%	50%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>99%</b>          Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>8%</b>          VET units of competence satisfactorily completed in 2016: <b>90%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>98%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	92 %	93 %	95 %	95 %	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	92 %	93 %	95 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: blue; font-size: 2em;">●</span> Higher</p> <p><span style="color: blue; font-size: 2em;">●</span> Higher</p>												





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

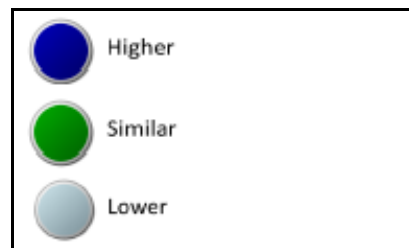
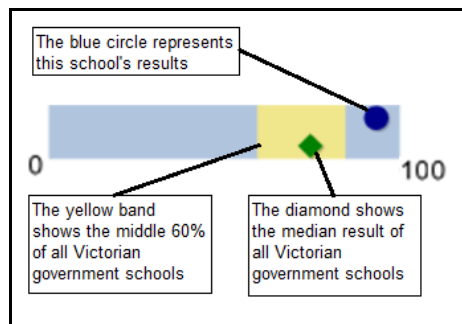
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

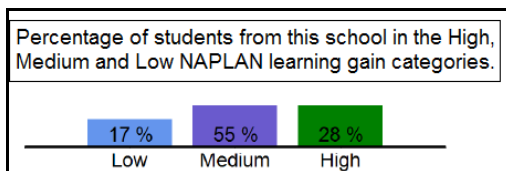
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 Aboriginal 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$12,858,741
Government Provided DET Grants	\$2,295,532
Government Grants Commonwealth	\$100,359
Revenue Other	\$108,270
Locally Raised Funds	\$859,996
<b>Total Operating Revenue</b>	<b>\$16,222,898</b>

Expenditure	
Student Resource Package	\$12,671,895
Books & Publications	\$7,465
Communication Costs	\$57,329
Consumables	\$326,356
Miscellaneous Expense	\$999,393
Professional Development	\$79,597
Property and Equipment Services	\$674,508
Salaries & Allowances	\$446,420
Trading & Fundraising	\$15,898
Travel & Subsistence	\$18,859
Utilities	\$180,677
<b>Total Operating Expenditure</b>	<b>\$15,478,397</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$744,501</b>
<b>Asset Acquisitions</b>	<b>\$1,279,038</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$543,126
Official Account	\$184,132
<b>Total Funds Available</b>	<b>\$727,258</b>

Financial Commitments	
Operating Reserve	\$150,000
Capital - Buildings/Grounds incl SMS<12 months	\$577,258
<b>Total Financial Commitments</b>	<b>\$727,258</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*The school operated very efficiently and was able to complete the planned building of the Senior School Study Centre. This was resourced through sound financial management over the past four years.*

*Other than the building project, there was no extraordinary revenue or expenditure in 2016 but we did receive funding for university partnerships and relief costs for teachers away from the school on professional development.*

*We receive the Advance grant each year which enables our students to develop their community, communications and project management skills and some students receive small scholarships from the Hume City Council.*