

2018 Annual Report to The School Community



School Name: Gladstone Park Secondary College (7858)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 08:10 AM by Lynne Gutterson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 11:27 PM by Sharon Matuauto
(School Council President)

About Our School

School context

Gladstone Park is a single campus, co-educational year 7-12 college of around 1640 students that services a large resident community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment and a SFO of 0.5770 and SFOE at 0.4893. Our staffing profile has 109.3 EFT teachers and 25.6 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 2018 numbers sit at 1640. 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 and employ two Multicultural Aides.

There are around 26 PSD funded students across the school 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.

Student Pathways is well resourced with two full time careers practitioners supporting all students from years 10-12.

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 and Curriculum planning and assessment

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.

In 2018 we set up structures that are leading to the increased capacity of teachers to increase student engagement and active participation in learning. This was a focus for the 2018 Annual Implementation Plan

Achievement

Overall student learning data is extremely good, with excellent VCE results, good NAPLAN results and excellent AusVELS results.

Our school is performing slightly above the State Median. In 2018, 16 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 Reading and Numeracy is above the state median and Year 9 NAPLAN results are slightly lower than State Median. Relative growth in some areas is not as high as we predicted. The school is working to lift the high growth in all of the NAPLAN domains.

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

Engagement

The average attendance data has been consistently high over the past 6 years and reflects several years of concerted effort by the Sub-Schools. Currently we have a 93% attendance rate across the year levels, 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. Our processes for monitoring attendance has resulted in us catching students at risk and providing support for their re-engagement into school. Individual learning plans play an important role in keeping students on track and attending school.

A key strategy for improving school engagement and inclusion has been the extensive extra-curricular programs offered at the school. We aim for every child to experience success in their school life and to make school an enjoyable and stable environment. Our caring and dedicated staff give freely and generously of their time to enable these programs to run. Overseas and local camps and excursions are an important part of the student experience at Gladstone Park, which further develops their engagement to school.

Wellbeing

The Attitudes to School survey results are overall staying stable, with only a few areas of decline from previous years.

The school is consistently working at improvement in these areas and have established student led focus groups. These focus groups are working on feedback to the administration around student voice, student behaviour and student pride in the school.

It is a key focus to further improve student respect and conduct in order to ensure a safe and orderly environment in which learning is the key focus for all staff and students. We will continue our 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.

An example of some of the successful wellbeing programs we ran at Gladstone Park in 2018 are: the year 8 and 9 health days, buddy program, freshers week, Mental Health week, Diversity Week, Rainbow Republic and the Robin Hood program.

Financial performance and position

The school operated very efficiently and was able to complete the usual annual maintenance of the school buildings and grounds, re-surface the hockey and soccer field. This was resourced through sound financial management over the past years.

There was no extraordinary revenue or expenditure in 2018 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.

**For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1640 students were enrolled at this school in 2018, 805 female and 835 male.

24 percent of students had English as an additional language and 1 percent 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.1	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	43.5	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.4	79.1	64.9	89.9	Similar
Mathematics	78.0	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	54.0	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	61.8	50.8	37.5	66.7	
Year 9	Reading (latest year)	40.4	43.7	31.2	58.4	Lower
Year 9	Numeracy (latest year)	45.4	44.4	30.4	59.9	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	55.3	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	61.4	51.4	38.1	66.0	
Year 9	Reading (4 year average)	40.2	41.9	30.8	54.9	Lower
Year 9	Numeracy (4 year average)	45.6	41.8	30.1	59.1	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	26.5	50.0	23.5
Year 5 to 7	Numeracy	19.5	45.0	35.5
Year 5 to 7	Writing	23.3	49.2	27.5
Year 5 to 7	Spelling	14.6	53.5	31.9
Year 5 to 7	Grammar and Punctuation	19.6	52.7	27.7
Year 7 to 9	Reading	31.3	49.6	19.1
Year 7 to 9	Numeracy	34.4	47.0	18.6
Year 7 to 9	Writing	22.0	49.8	28.2
Year 7 to 9	Spelling	20.5	55.4	24.0
Year 7 to 9	Grammar and Punctuation	28.3	49.2	22.5

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	28.7	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	29.2	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **98 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **17 percent**.

VET units of competence satisfactorily completed in 2018: **93 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **98 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.3	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	13.9	20.2	16.0	24.5	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	91	92	93	94	94

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	80.8	75.0	66.7	81.7	Similar
Retention (4 year average)	85.2	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	98.9	91.7	83.1	99.3	Similar
Student Exits (4 year average)	99.7	91.6	83.5	97.7	Higher

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	51.1	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	53.4	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	52.7	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	54.4	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$14,119,250
Government Provided DET Grants	\$2,632,112
Government Grants Commonwealth	\$15,428
Government Grants State	\$13,020
Revenue Other	\$76,202
Locally Raised Funds	\$956,978
Total Operating Revenue	\$17,812,991

Equity ¹	Actual
Equity (Social Disadvantage)	\$936,243
Equity (Catch Up)	\$37,784
Transition Funding	\$100,724
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,074,751

Expenditure	Actual
Student Resource Package ²	\$13,843,367
Adjustments	\$0
Books & Publications	\$5,783
Communication Costs	\$55,218
Consumables	\$314,260
Miscellaneous Expense ³	\$1,306,383
Professional Development	\$76,853
Property and Equipment Services	\$973,885
Salaries & Allowances ⁴	\$617,524
Trading & Fundraising	\$25,063
Travel & Subsistence	\$21,991
Utilities	\$253,236
Total Operating Expenditure	\$17,493,564
Net Operating Surplus/-Deficit	\$319,427
Asset Acquisitions	\$71,547

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$266,224
Official Account	\$25,404
Other Accounts	\$1,008,232
Total Funds Available	\$1,299,860

Financial Commitments	Actual
Operating Reserve	\$535,667
Other Recurrent Expenditure	\$3,244
Provision Accounts	\$859
Funds Received in Advance	\$223,735
School Based Programs	\$278,750
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,020
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$241,586
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,299,860

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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 a disability 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').