

PROSPECTUS



Gladstone Park
Knowledge is Power

Gladstone Park **PROSPECTUS**

WE ARE COMMITTED TO
PROVIDING AN ATMOSPHERE
AND CULTURE WHERE EVERY
STUDENT CAN **LEARN, GROW**
AND **BECOME THEIR TRUE SELF.**

We understand how to challenge, when to support, where opportunities lie, what integrity can achieve, and why we set high expectations for all our students. Students at Gladstone Park develop self-awareness, personal growth and social responsibility. We nurture individual talents, build the person and the learner, and provide the best possible foundation for our students' futures.

We are a strong staff team, working hard to provide teaching and support of the highest quality. We are proud to see the academic and personal development of the young people in our care. I invite you to explore our school, come for a tour and see our school in action. We look forward to welcoming you to our school community.



Principal



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Participating in extracurricular activities like the musical, vocal concerts and being a member of SRC at our school not only helped me develop new skills and interests but also provided a fun and enjoyable way to socialize with my peers beyond the classroom. These activities allowed me to take a break from academic pressures and engage in something I truly enjoyed, fostering a positive and enriching school experience!

”

Natalie Hermez





KNOWLEDGE IS POWER

Gladstone Park is a large, successful secondary school with a strong culture of respect, academic success and student pride. We provide a structured and orderly learning environment, and we are committed to upholding strong values and high standards to ensure we continue to be a school that brings pride to the Gladstone Park community.

We have high expectations for student behaviour and integrity, and we offer warmth, care and a high level of support. We provide students the very best opportunities to succeed with their education, in a safe and academically challenging environment, enriched by a vast and exciting extra-curricular program.

We demonstrate our respect for students through great teaching, a safe and orderly environment, strong supports, and high-quality facilities. We hold high standards for what we provide for students and have high expectations for what students can achieve.

At Gladstone Park, education includes the teaching of core values. Our students learn and promote the values of respect, learning, and safety – to provide a place for all to succeed and reach their potential.





THE POWER OF RESPECT

POSITIVE BEHAVIOURS OF LEARNING

We have developed our Positive Behaviours for Learning (PBL) framework to create a positive, safe, supportive learning culture. Our framework and matrix of expected behaviours is used in and outside of the classroom to improve the social, emotional, behavioural and academic outcomes for our students. By using PBL, teachers and students build positive and respectful learning relationships, students have clear boundaries, more time is focused on instruction, students have better social-emotional wellbeing, and we have a predictable learning environment with improved feelings of safety and engagement.

To promote **Respect**, we teach and expect our students to:

- Be mindful and considerate of others
- Represent the school with pride
- Use polite and appropriate language
- Listen to and follow rules and instructions
- Let others learn
- Be responsible for their own behaviour
- Contribute to a clean environment.

STUDENT VOICE & AGENCY

Students at our school are expected to be active contributors to the school, the community and their education. We provide leadership opportunities – form captains, house captains, student representative council, and school captains – improving students' self-perception, feelings of competence, and engagement.

Student participation plays an important part in our school improvement initiatives. Student voice and agency is encouraged in our classrooms to increase student engagement and self-reliance. Students learn better when they have agency – they can see how their own thinking, emotions, and experiences shape their learning.

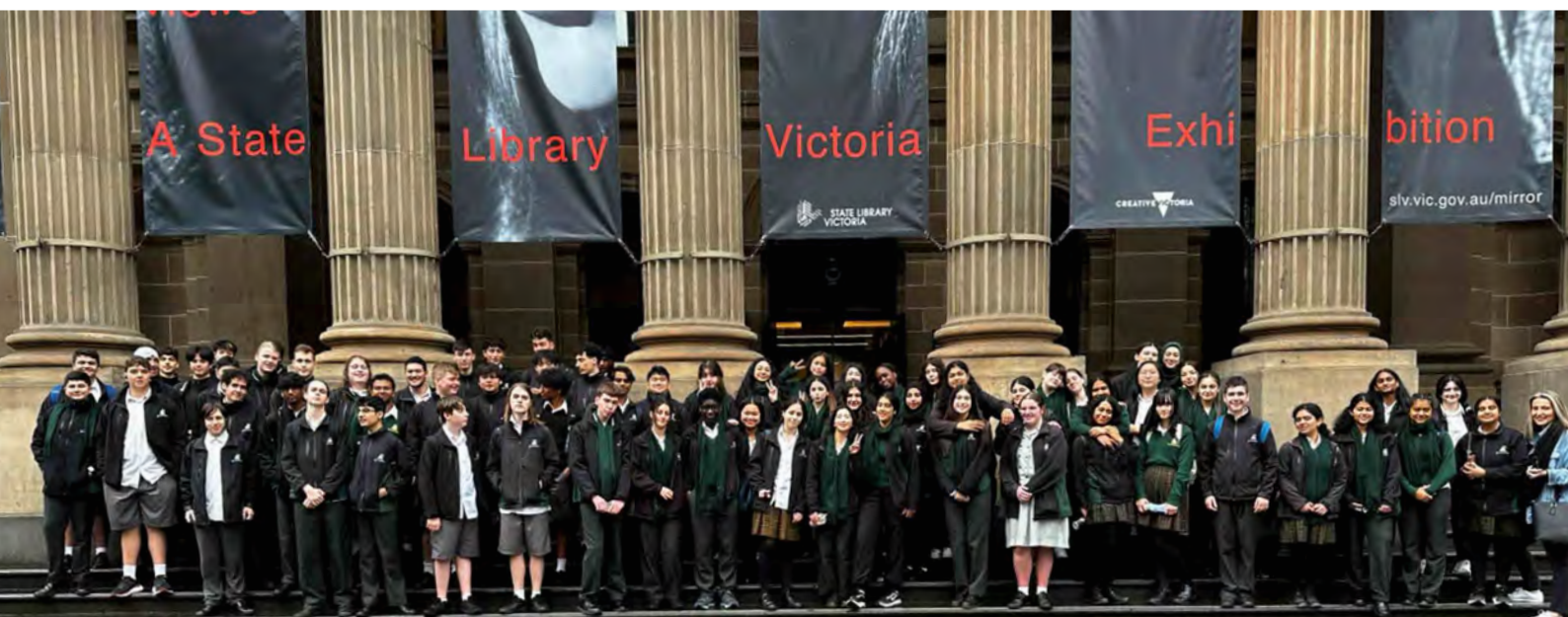


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The school grants many opportunities to be a leader. For me, those leadership positions in sport were very valuable as it taught me to be a team leader and build my confidence in communicating ideas between both staff and students. Examples include: Team captain, house captain, VET helpers and open day tour guides.

”

Jake Sweerts



CO-CURRICULAR PROGRAM

Learning opportunities outside of the classroom are integral to a holistic education and students gaining a better appreciation of their peers.

Our co-curricular programs promote personal growth and development, providing students with a range of opportunities to develop their skills, interests, and passions. Through these co-curricular experiences, students develop stronger connections to the school, their peers and teachers.

Our students compete in sporting teams and house competitions, perform in the school musical production, perform in music ensembles, travel interstate and overseas, speak publicly and debate, and engage in lunchtime activities.

We also have annual year level camps – Year 7 Yarra Valley, Year 8 Canberra, Year 9 surf camp, Year 10 adventure camp, Year 11 ski camp.







THE POWER OF LEARNING

TEACHING & LEARNING

Our teachers work in collaborative teams to improve their skills and knowledge, focused on improving student outcomes. In our large school. We have many curriculum learning areas, and we coordinate consistency through teams which collaborate on evaluating curriculum and assessment, teaching strategies and resources. Our teacher teams work to identify student learning needs, collaborate in how best to meet these needs and evaluate their teaching practices – using evidence at every step.

Our teaching is based on clear curriculum and assessment outlines, and clear learning intentions and success criteria. We have high expectations for growth and use evidence-based teaching approaches. We use a gradual release of responsibility model for learning, and give timely and usable feedback.

To promote **Powerful Learning**, we teach and expect our students to:

- Listen to and support others
- Be a positive role model
- Seek new learning experiences
- Actively participate in lessons
- Seek and use feedback
- Take responsibility for their learning
- Maintain an organized locker
- Arrive at class in time and ready to learn.





CURRICULUM

We provide a core curriculum program in Years 7-9. Year 10 has many electives and is linked to the senior VCE timetable. Many Year 10 students undertake a VCE subject. The VCE program at Year 11-12, prepares students for tertiary study and includes a small yet highly sought after Vocational Major (VM) stream. Our VCE program offers Vocational Education and Training (VET) subjects – allowing students to gain Certificate qualifications while completing secondary school. Our final senior curriculum and timetable are based on student choice.

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| YEAR 7 | English Maths Science Humanities Health & PE | Italian/Literacy Enhancement Art & Digital Technology Performing Arts & Music CARE [<i>Connect, Achieve, Resilience, Empathy</i>] |
| YEAR 8 | English Maths Science Humanities Health & PE | Italian/Literacy Enhancement Art & VCD Food Technology Digital Technology CARE [<i>Connect, Achieve, Resilience, Empathy</i>] |
| YEAR 9 | English Maths Science Humanities Health & PE | Italian/Literacy& Numeracy Enhancement Art Elective Technology Elective City Experience |
| YEAR 10 | English Maths | Electives covering: Science Language Arts Technology Health & PE VCE inc. VET Work Experience |

| | | |
|-------------------|--|---------------------------------------|
| VCE YEARS 11 & 12 | Accounting | Media |
| | Biology | Music Performance |
| VCE YEARS 10 & 11 | Business Management | Physical Education |
| | Chemistry | Physics |
| VCE YEARS 9 & 10 | Economics | Product Design & Technology: Wood |
| | English | Product Design & Technology: Textiles |
| VCE YEARS 8 & 9 | English as an Additional Language | Psychology |
| | Food Studies | Studio Art (Art) |
| VCE YEARS 7 & 8 | Health & Human Development | Studio Art (Photography) |
| | History | Systems Engineering |
| VCE YEARS 6 & 7 | Information Technology (Computing & Software Development) | Visual Communication and Design |
| | Italian | VET Workplace Skills |
| VCE YEARS 5 & 6 | Legal Studies | VET Creative and Digital Media |
| | Literature | VET Sport and Recreation |
| VCE YEARS 4 & 5 | Mathematics – Foundation | VM Personal Development Skills |
| | Mathematics – General | VM Work Related Skills |
| VCE YEARS 3 & 4 | Mathematics – Methods | VM Literacy |
| | Mathematics – Specialist | VM Numeracy |

SEAL – SELECT ENTRY ACCELERATED LEARNING

The SEAL program caters for the special educational needs of gifted and highly able students. They experience the full breath of curriculum offered at the college; however, they move through their learning at a faster pace, and with greater depth. We are proud to be a member of The Academy of Accredited SEAL Schools. We work with this network of schools to provide an accredited, high-quality program that meets the needs of our highly able students and enables groups of like-minded students to develop academically, socially and emotionally. Selection for Year 7 entry is through entrance exam in Grade 6.

ITALIAN IMMERSION

The Italian Immersion program caters for engaged learners who enjoy being challenged. This program teaches Humanities and Mathematics in Italian. Our expert teachers provide multiple supports in lessons to ensure no student is left behind. The higher intellectual engagement required in an Immersion class helps students to further improve their literacy skills, critical thinking, and problem solving – they show outstanding academic growth and a quire sophisticated language skills.

Immersion students form strong bonds with like-minded students, working collaboratively and supporting each other in a unique and engaging learning environment. Selection for Year 8 entry is through expression of interest and assessment of capability in Year 7.

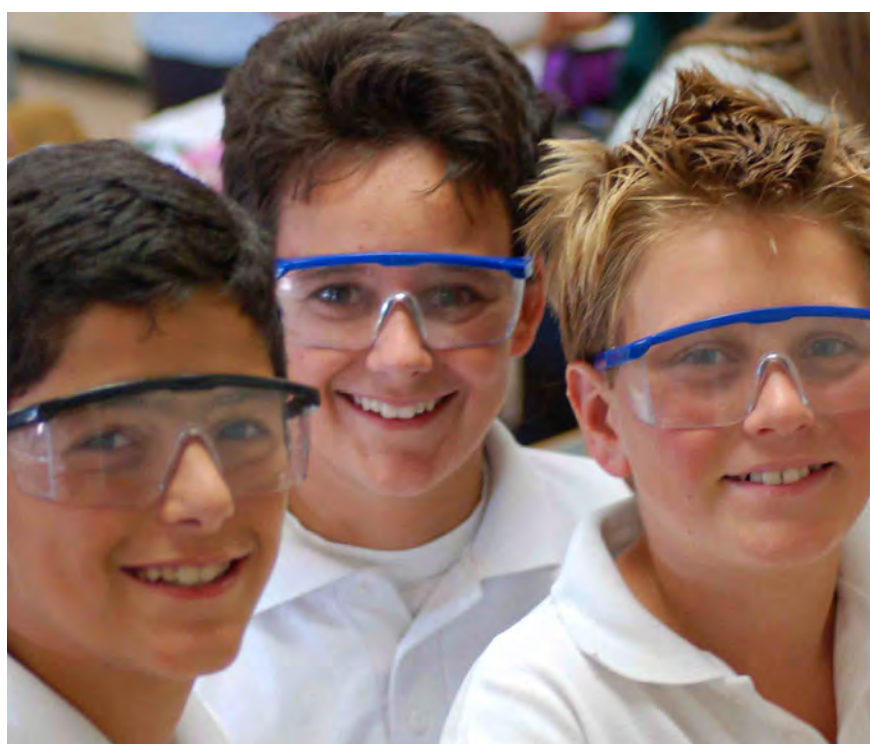


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Vocational major has helped me find who I want to be and what I want to do. Reaching for the stars and growing as a person is all that matters, don't let other people get you down.

”

Kayla Drago





THE POWER OF SAFETY

TRANSITION

We understand the excitement and also the trepidation of moving from primary school to secondary school. Our Junior School team is experienced and expert in smoothing this transition. They communicate with primary schools and parents to determine how best to support students. Year 7 CARE teachers guide and monitor students through their transition. They and the year 7 coordinators are important contact points for parents and carers seeking academic and social supports for their child.

We have a dedicated Year 7 only courtyard with basketball and down-ball courts, and undercover seating. Here, students can feel comfortable to make new friends, and they have easy access to their lockers.

We timetable most year 7 lessons into classrooms surrounding this space. We meet and greet our parents on Year 7 orientation day to welcome them to our community, and we have a Year 7 parent BBQ in Term one so that community connections can be made.

STUDENT WELLBEING

Student wellbeing is prioritised so that our students are supported in their wellbeing through rich and varied programs across all year levels, including:

- Year 7 and 8 CARE [Connect, Achieve, Resilience, Empathy] classes – guiding emotional understanding, growth mindset, self-reflection and awareness, and study skills.
- Year 9 to 12 programs building skills for resilience, positive relationships, mental health, stress management and help-seeking
- Free afterschool tutoring
- Year level camps aimed at building connections and experiencing new challenges
- Opportunities to participate in a broad range of events in the performing arts and sport
- Personal growth opportunities through student leadership
- Small group workshops run by the Student Wellbeing Team
- Counselling and support from our Student Wellbeing Team – consisting three counselling staff, a mental health practitioner and a nurse.



INCLUSION

We know our students well and recognise the diverse learning needs within the student community including those who have English as an additional language, and those who have specific and diverse learning needs. We have a strong and proactive inclusion team who meet with students and parents / carers and coordinate individualised education plans where needed.

We are a diverse community. About a half of our students' parents were born in Australia - including a small number of proud Aboriginal students, and about 16% of our students were born overseas - some seeking refuge in our community. We welcome all our students and respect diversity in all its forms.

ORDERLY ENVIRONMENT

We have Junior, Middle and Senior sub-schools, with each office providing a hub for student information and support. Each sub-school team is led by a principal and consists a program manager, year-level coordinators, and support officer. Students go to sub-schools whenever they need assistance, are late, are out of uniform, or need to provide information about attendance or leaving early.

Classes are run in six 50-minute periods each day according to these bell times:

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|------------------------|
| Period 1 8:50 – 9:40 |
| Period 2 9:40 – 10:30 |
| Recess 10:30 – 10:55 |
| Period 3 10:55 – 11:45 |
| Period 4 11:45 – 12:35 |
| Lunch 12:35 – 1:20 |
| Period 5 1:20 – 2:10 |
| Period 6 2:10 – 3:00 |

Students are allocated a locker and are provided with a combination lock when they start Year 7. Mobile phones are to be kept in lockers and not used for the duration of the school day. The student planner is a compulsory item. It provides important detailed information for students and is used by teachers to communicate permission for student movement - to sick-bay, printers, library, etc.

To promote safety, we teach and expect students to:

- Ask for help
- Listen to others and acknowledge diverse views
- Use technology responsibly
- Report unsafe behaviour
- Be mindful of other people's space
- Understand and follow safety procedures in specialized rooms
- Be considerate of others
- Follow our 'hands off' policy.



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Being a part of the SEAL program during my junior years provided me with an environment where I was surrounded by others eager to learn and a multitude of resources to do so. This passion for learning has only since grown with the support, enthusiasm and encouragement from my teachers and peers which has pushed me to work hard and challenge myself across all of my subjects.

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Elsa Hawes





THE POWER OF **PARENTS & CARERS**

Parents and carers can provide significant support for students' learning. We ask parents and carers to be active in this support – ask about their child's learning, look through their homework, promote persistence, be together with them when reading assessment results and reports, and when attending parent /student/teacher conferences. We use Compass to communicate information and events.

Parent and carer involvement in the school is encouraged and welcomed. This can be done by attending our concerts, shows and awards ceremonies. It can also be done as an elected member of School Council, which meets monthly during the school term.



14-36 Taylor Dr, Gladstone Park VIC 3043
(03) 9933 0500
www.gladstoneparksc.vic.edu.au