

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2025 at 02:24 PM by Veronica Hoy (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 March 2025 at 08:58 AM by Veronica Hoy (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



## About Our School

### School context

Gladstone Park's vision is to develop:

- students with high academic aspiration and achievement, and personal responsibility
- young people who hold themselves to high standards and who strive to achieve their potential
- community members who carry a love of learning throughout their lives and are respectful and caring citizens, acting with integrity as leaders and contributors.

Our mission is to:

- provide an engaging learning environment which is inclusive and safe for all, delivering a high-quality, growth-focused, balanced curriculum
- challenge students with high standards for academic achievement and social responsibility – matched with high levels of care and support
- work collaboratively to foster students' skills for life by using evidence-based best practices for improved learning and wellbeing.

At Gladstone Park, our values define how we interact and engage in school life.

- **Respect** - Being respectful is to demonstrate respect for self, others and the school by being polite, thoughtful and considerate when working with others and representing the school.
- **Learning** - Being a learner is to be actively engaged with and taking responsibility for one's own learning. It means being curious and open to new ideas.
- **Safety** - Being safe is to value the safety of others, making school a safe space for all – physically safe and safe from intolerance and discrimination.

We are a single campus, co-educational Year 7 to 12 College of approximately 1350 students and 137.5 EFT staff, that services a large, culturally diverse residential community in the Northwestern suburbs of Melbourne. 53% of parents were born overseas, 0.89% of students are Indigenous, and 4.17 % of students study English as an Additional Language. 5.66% of students have a disability and 3.2% of students have an impairment.

The school operates using a Sub-School model with Junior School years 7 – 8; Middle School years 9 – 10 and Senior School years 11 – 12. Currently more than thirty primary schools provide students for entry at Year 7.

The school provides a core program in Years 7-9. The Year 10 blocks align with the Victorian Certificate of Education (VCE) blocks. We offer a broad VCE program allowing students to be challenged at their academic level. The VCE program includes a Vocational Major (VM) offering. Vocational Education and Training subjects are available for all VCE and VM students. A considerable proportion of Year 10 students undertake a VCE subject or pursue additional pathway options within the conventional curriculum program.

We have a Select Entry Acceleration Program (SEAL) which caters for gifted and highly able students. We also have a flagship Language Immersion program or CLIL (Content Learning in

Language), where students learn Humanities in Italian. Both these programs achieve excellent academic outcomes for students

The school provides a significant extra-curricular and enrichment program including a large instrumental music program and several school bands; extensive inter-school sports program; debating; drama and musical productions; and a broad range of lunchtime club activities.

We have high expectations of our students and we provide high levels of support through our Disability Inclusion, Student Wellbeing, and Sub-school teams.

Our facilities include a contemporary three hundred seat Performing Arts Centre with a dance studio, community library, modern administration block, two gyms and separate year 7 area. We begin our 11.7 million dollar school upgrade in 2025, which will provide industry-standard digital arts and technology facilities, and upgraded learning spaces and facilities throughout the school.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024, the school showed continued strength in outcomes for students. Our Year 12 completions continued to be a strength with 98% of students completing their VCE and VCE VM certificates. We are well above similar schools on this measure. The Student Attitudes to School Survey showed a strong improvement in positive endorsement for 'Differentiated Learning Challenge' – up 5 %, 'Stimulated Learning' – up 5%, and Effective Teaching Time' – up 2%. Our VCE results improved, with the mean study score up from 26.7 to 27.2, and mean ATAR up from 58.28 to 59.06. Our NAPLAN exceeding and strong proficiency level measures are higher than other schools in our local network – Numeracy 50% and Writing 58%. In addition, there has been improvement in the percentage of students with medium and high growth, and with strong and exceeding proficiency levels in Year 9 Numeracy.

Our goals in 2024 included improving individualised supports for students in the disability inclusion (DI) program. We have seen greater teacher understanding and engagement with students' individual learning plans, modifying tasks for students, and utilising supports from the DI team. Our DI students are very comfortable with the DI team and their ILP reviews show regular and steady improvements in literacy, numeracy and social goals. Disability Inclusion students have showed progress at a satisfactory level or above in their individual education plans.

We continue to celebrate excellent VCE results. 12 students (8.7%) received an ATAR above 90. The dux of the school achieved an ATAR of 98.65. The school continues to offer a range of VCE subjects that cater for student choice, including Vocational options through VET subjects and the Vocational Major.

## Wellbeing

In 2024, The school We introduced many wellbeing initiatives for student wellbeing through access to the Department of Education's Mental Health Menu. Our Disability Inclusion team has grown over the year as we have the funding to support 40 students under the Program for Students with Disability.

The Student Attitudes to School Survey showed improvements in positive endorsement for 'Sense of Connectedness' – up 6% , 'Respect for Diversity' – up 4%, and 'Teacher Concern' – up 2%.

The sub-school system at Gladstone Park creates a feeling of small schools within a large school, enabling students to be easily supported. This system also enables support for teaching staff with matters relating to student engagement and welfare, and coordinates well with the student wellbeing team. The well-resourced Student Wellbeing team provides targeted health, wellbeing and resilience programs. The team includes a Mental Health Practitioner and a team of counsellors. We also employ a psychologist who supports the both the wellbeing and inclusion programs. The school has reviewed and improved processes and supports for student wellbeing including expanding our CARE curriculum, which was provided for Year 7s and 8s in 2024, and will include Year 9s in 2025. The Positive Behaviours for Learning (PBL) framework provides a universal language across the school for how we live our values. Embedding our PBL framework has strengthened staff knowledge and skill in providing a calm and positive learning environment. More intensive PBL inclusion strategies provided individualised student support that includes attendance plans, safety plans, individualised learning plans, behaviour support plans, and family supports.

## Engagement

Gladstone Park aims to provide an engaging environment for all our students. The Student Attitudes to School Survey showed improvements in positive endorsement for 'Motivation and Interest' – up 3%, and Student Voice and Agency – up 4%. Our attendance rates continue to be above that of similar schools and the State, and more so for our VCE and VCE/VM students.

We provide a positive school environment for students through providing: a safe and orderly environment in which learning is the key focus; well-maintained physical amenities; innovative curriculum programs; and a rich extra-curricular program provide a positive school environment for all students. High levels of engagement and connection to school are also seen in high participation in the Student Representative Council, the uptake of lunchtime clubs (seeing increased cross-year-level student engagement) and the many and diverse extracurricular activities and camps. Our careers, pathways and subject selection advice is carefully prepared and individualized for our students.

In 2024, we began a new way of teaching mathematics in Year 7. We are using a growth-based model, assessing student's current skills and teaching directly to their next step in the progression of learning. Students are more engaged and gaining more satisfaction in their maths as a result. We are seeing great growth at every skill level, and this program has expanded to Year 8 in 2025.

## Other highlights from the school year

2024 marked the 50th Anniversary of our school, with events including a celebration day in August. Many past students and staff attended the day to mingle, reminisce, and look through thousands of artifacts and photos from the past 50 years. Past principals Lynne Gutterson, Robert Lamb and Vincent Virtue attended and enjoyed meeting with past staff and students. Past students played in a variety of bands, adding richly to the community atmosphere. Staff who had retired or moved came along to meet and reminisce with one another. We had present students taking school tours to look through building changes over time and then to look through the memorabilia. Of those attending, some had been both students and parents, some had travelled a long way, and some have continued to live nearby. The events could not have happened without the dedicated work of current and past staff, past students, and parents on our 50th Anniversary Committee.

## Financial performance

2024 saw Gladstone Park Secondary College end its four-year Strategic Plan. Curriculum budgets were resourced in line with the School Strategic Plan to support school programs and priorities in 2024 for enhancements to the learning environment and educational programs for its students.

Gladstone Park SC continues to receive high revenue through our external hirers and extra-curricular activities. All funds received from the Department of Education 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.

Gladstone Park SC remained committed to providing further resourcing of staff and programs in Student Services and Disability and Inclusion areas to support all students, in particular for students at risk and students with disabilities.

We continue to see a drop in student enrolments resulting in less revenue through Curricular Contributions. The School Council are continuing to support the College through communication, transparency and strategic planning for the future.

Gladstone Park SC remains dedicated to providing quality education while ensuring financial sustainability for the benefit of its students, staff, and community.

**For more detailed information regarding our school please visit our website at  
<https://www.gladstoneparksc.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 1,391 students were enrolled at this school in 2024, 655 female and 736 male.

33 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).

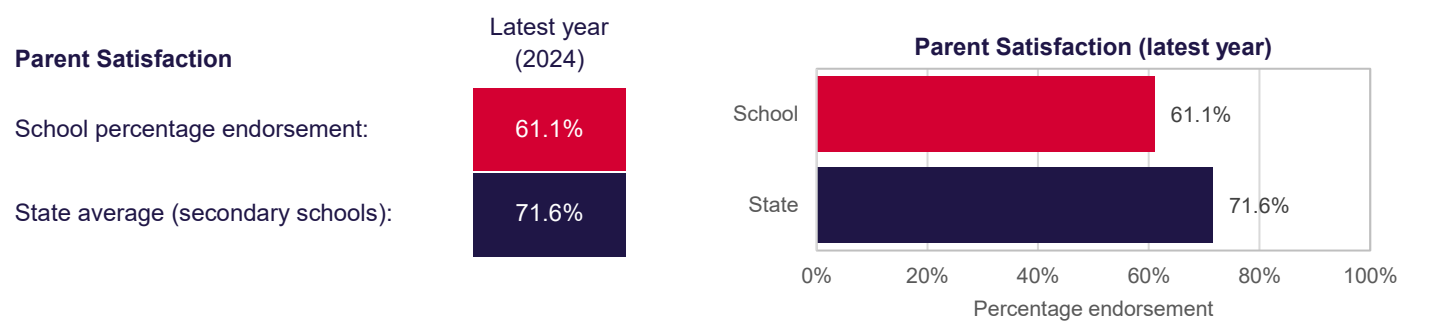
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Medium**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

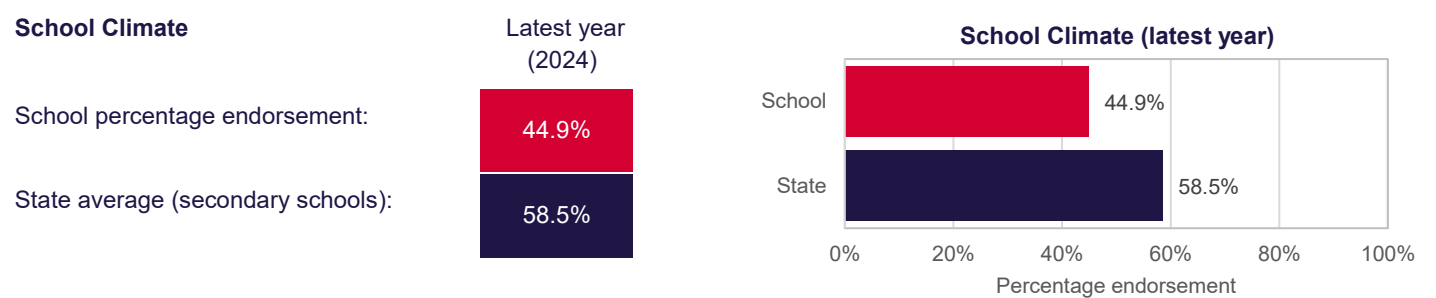


### School Staff Survey

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

Percentage 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.





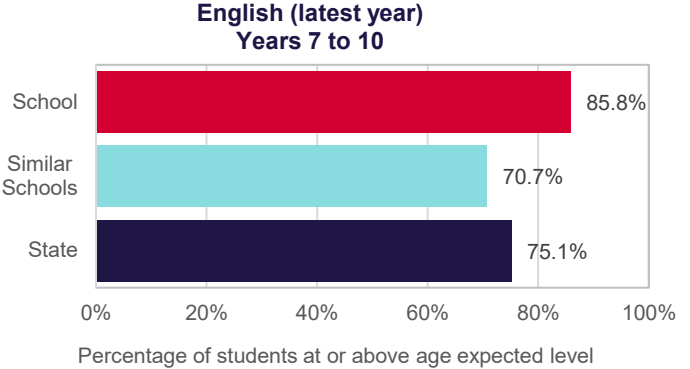
LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

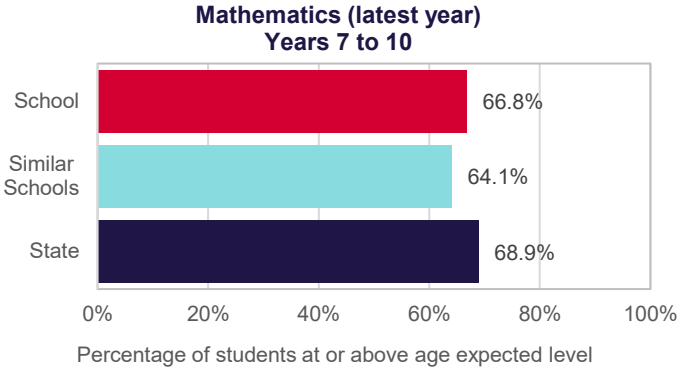
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	85.8%
Similar Schools average:	70.7%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	66.8%
Similar Schools average:	64.1%
State average:	68.9%



## LEARNING (continued)

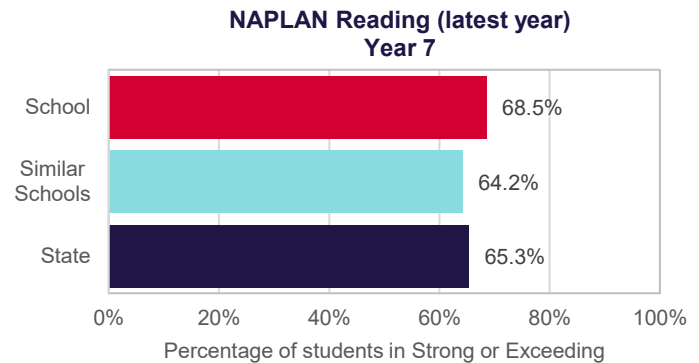
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### NAPLAN

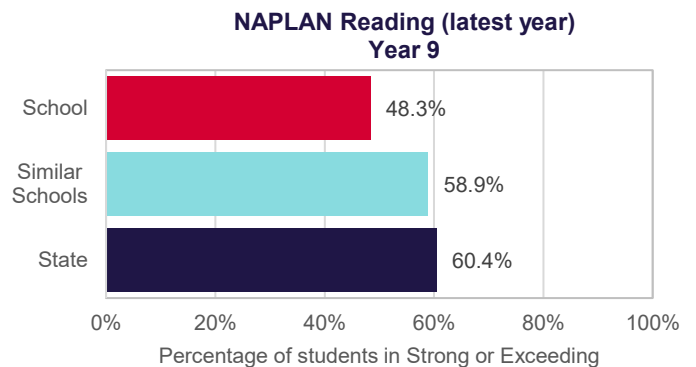
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

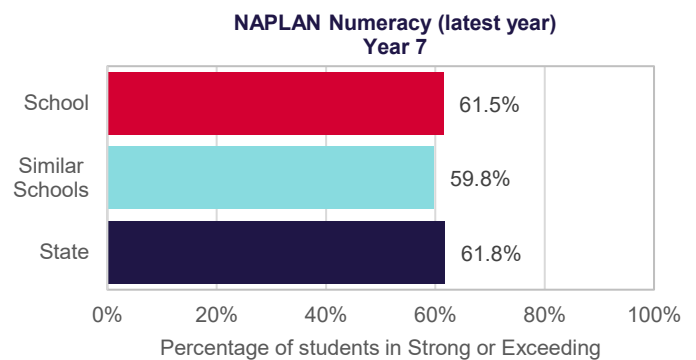
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.5%	64.9%
Similar Schools average:	64.2%	65.4%
State average:	65.3%	65.7%



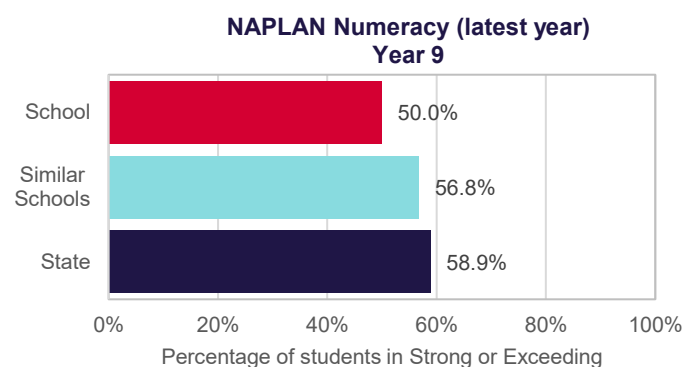
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.3%	48.9%
Similar Schools average:	58.9%	58.5%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.5%	61.0%
Similar Schools average:	59.8%	61.1%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	49.0%
Similar Schools average:	56.8%	57.7%
State average:	58.9%	59.4%



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

#### Reading Year 7

(2022)

School percentage of students in the top three bands:

54.6%

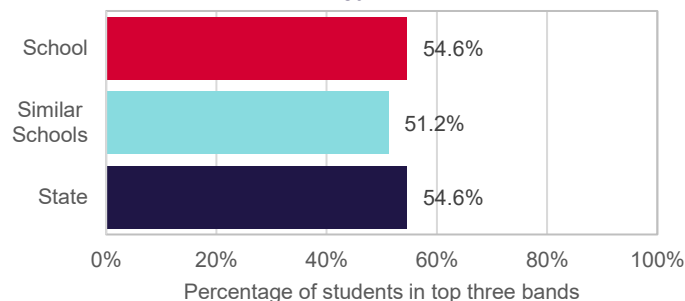
Similar Schools average:

51.2%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

42.8%

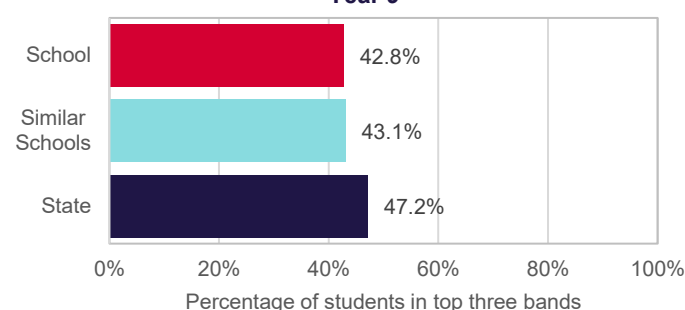
Similar Schools average:

43.1%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

49.3%

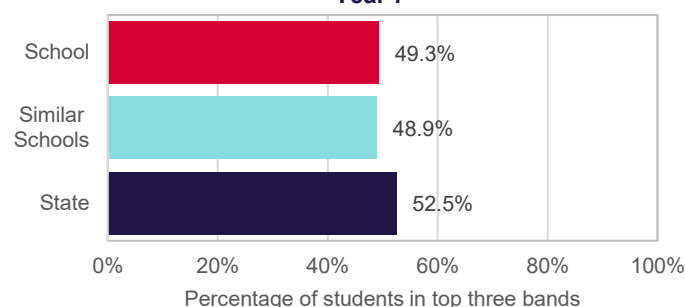
Similar Schools average:

48.9%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

36.0%

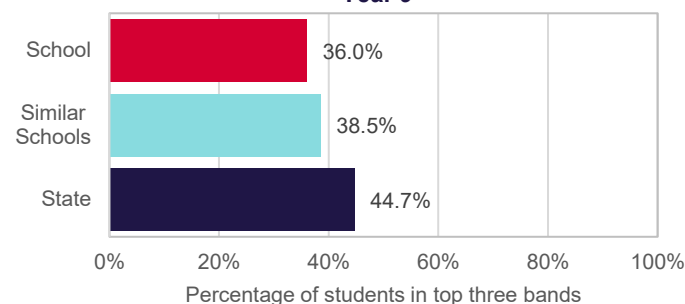
Similar Schools average:

38.5%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

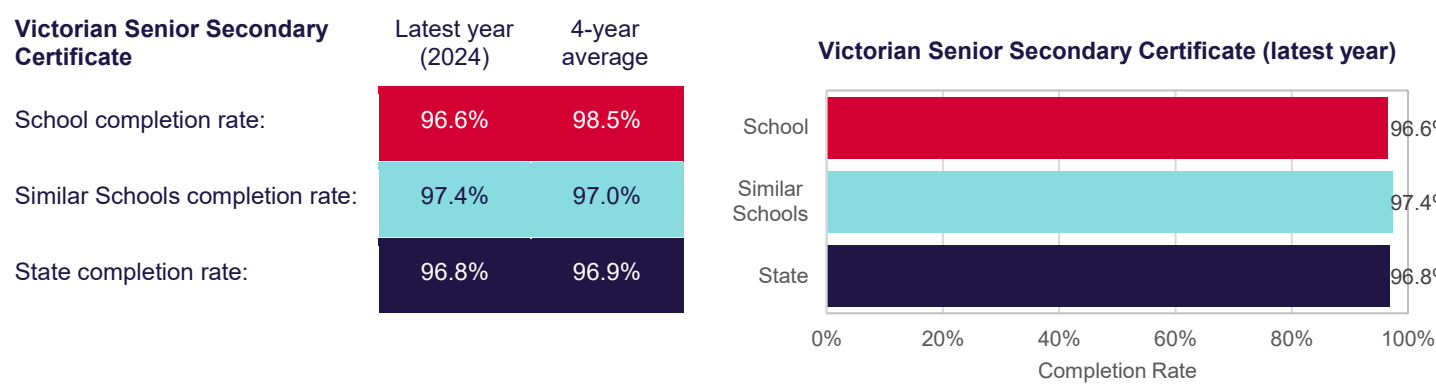


LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).  
This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	27.2
Number of students awarded the VCE Vocational Major	26
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	36%
Percentage VET units of competence satisfactorily completed in 2024:	68%

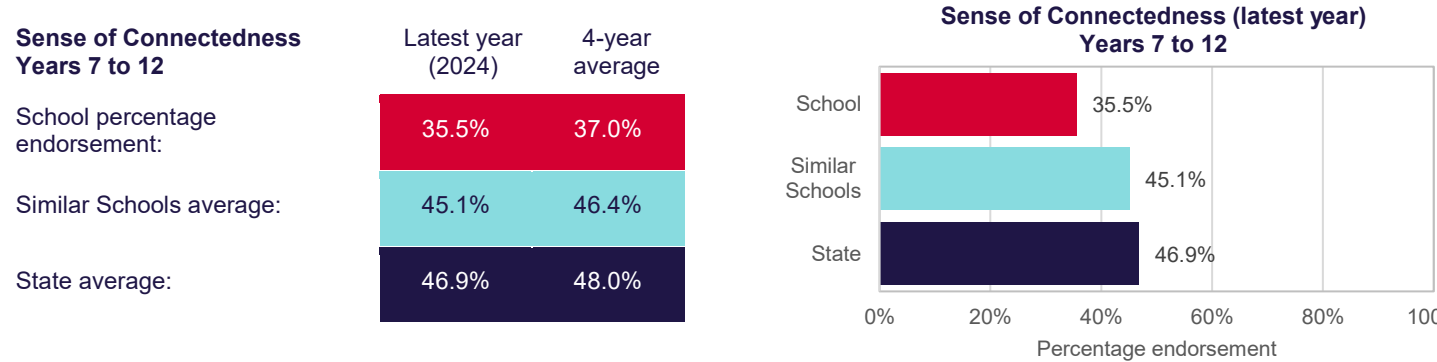


WELLBEING

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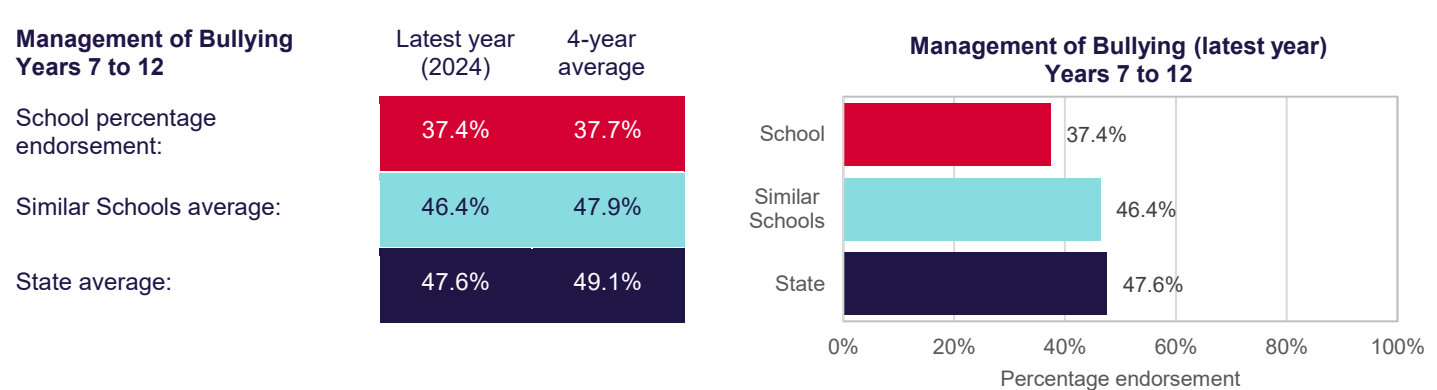
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

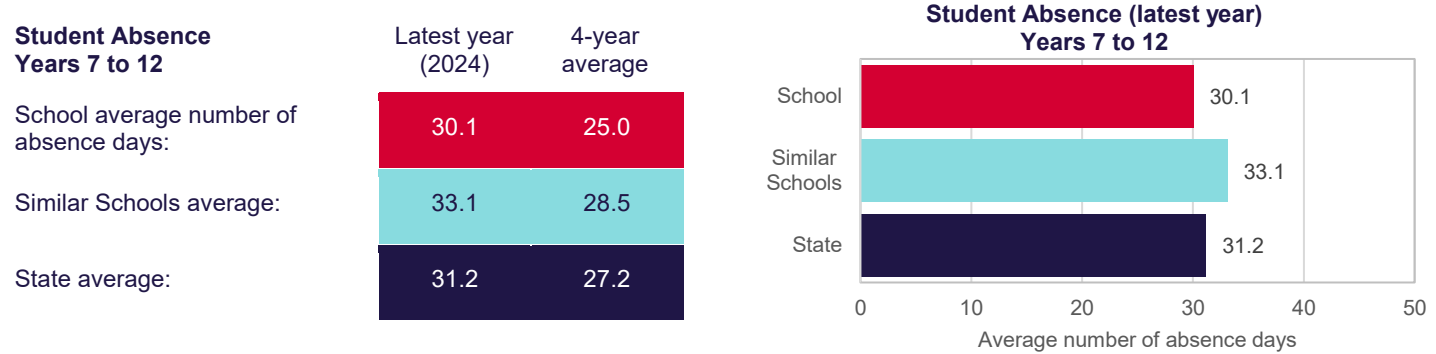


ENGAGEMENT

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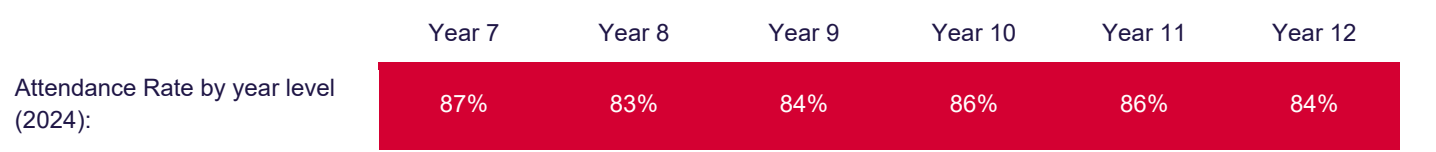
Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



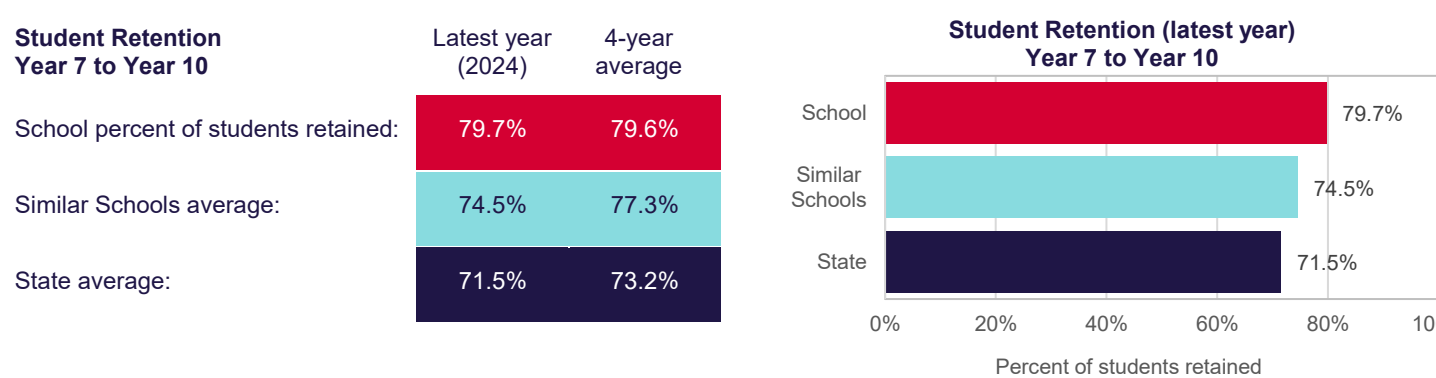
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.



Student Retention

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



ENGAGEMENT (continued)

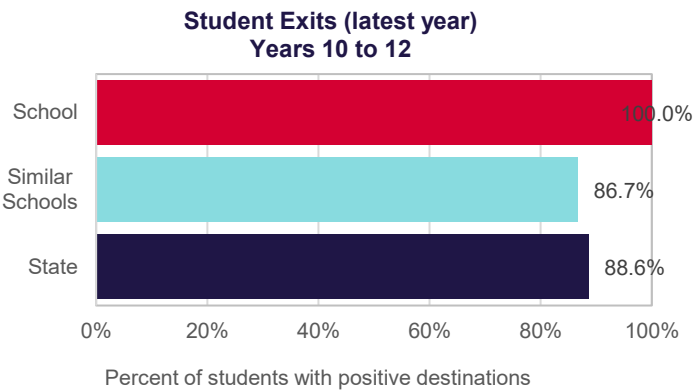
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	100.0%	96.9%
Similar Schools average:	86.7%	88.4%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$16,992,983
Government Provided DET Grants	\$2,678,256
Government Grants Commonwealth	\$34,500
Government Grants State	\$0
Revenue Other	\$101,734
Locally Raised Funds	\$448,229
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$20,255,703</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$896,425
Equity (Catch Up)	\$77,691
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$974,115</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,688,508
Adjustments	\$0
Books & Publications	\$5,649
Camps/Excursions/Activities	\$501,767
Communication Costs	\$20,690
Consumables	\$260,589
Miscellaneous Expense <sup>3</sup>	\$92,025
Professional Development	\$60,989
Equipment/Maintenance/Hire	\$337,301
Property Services	\$493,963
Salaries & Allowances <sup>4</sup>	\$824,122
Support Services	\$921,105
Trading & Fundraising	\$8,259
Motor Vehicle Expenses	\$15,611
Travel & Subsistence	\$201
Utilities	\$181,066
<b>Total Operating Expenditure</b>	<b>\$20,411,845</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$156,141)</b>
<b>Asset Acquisitions</b>	<b>\$93,336</b>

- (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 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,521,188
Official Account	\$85,604
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,606,792</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$625,469
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$310,687
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,159
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,033,315</b>

*All funds received from the Department of Education, 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.*