

2013 Annual Report to the School Community

Gladstone Park Secondary College

School Number: 7858



Name of School Principal:

Lynne Gutterson

Name of School Council President:

Luciano Markesich

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.



About Our School

At Gladstone Park, our major purpose is:

- to support students in achieving academic success, to give them the best possible chance of gaining entrance into a course at a University/Tertiary Institution or employment in their chosen pathways.
- to provide an invigorating learning environment that promotes merit, leadership and resilience and enables students to become valuable contributors to social, community and professional environments.
- to enhance success, by encouraging and promoting student involvement in extra curricular activities.

We have 104.30 EFT staff, 4 principal class and 22.97 education support staff who aim to develop our students to become independent learners who are resilient, responsible and strive to reach their full potential.

Our School Motto: "Knowledge is Power".

We are committed to a culture of respect - Respect of Self - Respect of Peers - Respect of Staff/School/Parents.




We value student leadership. Our philosophy is to use the innate talent of students to lead our culture of respect. We value integrity, honesty, responsibility and cooperation and we believe in firm, fair discipline. We value academic and individual success through persistence and we celebrate success. We value diversity in all its forms. We promote pride and connectedness to our school community.

Achievement	Engagement	Wellbeing
<p>Overall student learning data is extremely good with excellent VCE results, good NAPLAN results and excellent VELS results.</p> <p>Our school is performing above the predicted range given the background characteristics of our students.</p> <p>Teacher assessments against the curriculum standards (VELS) are well above the state median. Year 7 NAPLAN and Year 9 NAPLAN results are at state average.</p> <p>All 'Program for Students with a Disability' students showed progress at satisfactory or above in achieving their individual goals.</p> <p>We will continue to strive for excellence in all academic pursuits rewarding both effort and achievement.</p>	<p>The Attitudes to School Survey results are very pleasing with the school performing better than almost all schools.</p> <p>The positive result is due to the significant improvements made in school climate in recent years which have resulted in greater school connectedness and increased student pride in the school.</p> <p>These have included: Ensuring a safe and orderly environment in which learning is the key focus for all staff and students; major improvement in the physical amenity available to students; innovative curriculum programs, such as SEAL and Language Immersion; a rich extra curricular program and a significant increase in the availability of information technology to students.</p> <p>The average 2012 attendance data is consistently improving and reflects several years of concerted effort.</p> <p>We will continue to strive to provide a stimulating learning environment both in and outside the classroom.</p>	<p>The data for Pathways and Transition is very good, particularly at years 10, 11 and 12.</p> <p>The percentage of students going on to further studies in 2012 was higher than expected given the background characteristics of our students. Our data for students going on to university has been trending upwards for the past seven years. This is an outcome of the strong emphasis our school and families place on academic achievement and doing well at VCE.</p>

Performance Summary

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

All schools 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 1595 students were enrolled at this school in 2013, 790 female and 805 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.






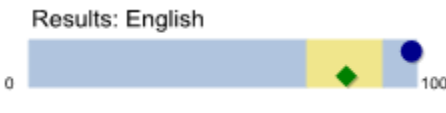
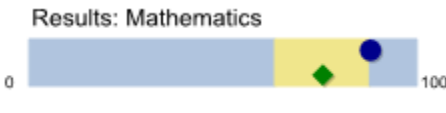


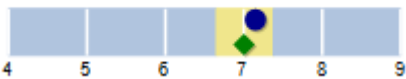











Parent Satisfaction Summary

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



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>













Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>46%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>52%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	50%	27%	Numeracy	22%	53%	25%	Writing	29%	46%	25%	Spelling	26%	46%	28%	Grammar and Punctuation	16%	52%	32%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</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: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2013 who satisfactorily completed their VCE: 98%</p> <p>Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 20%</p> <p>VET units of competence satisfactorily completed in 2013: 81%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 92%</p>																										

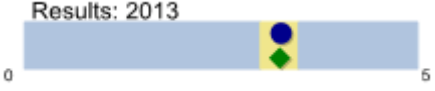



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="564 824 1024 922"> <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>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	93 %	92 %	92 %	93 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	93 %	92 %	92 %	93 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

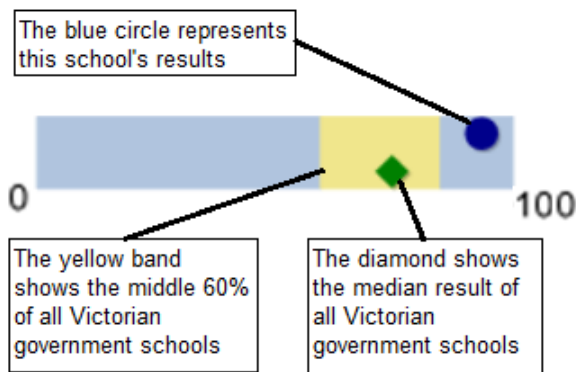
What are student outcomes?

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 colleges, 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).

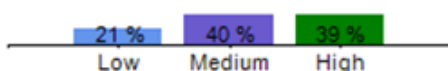
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



What is a School Comparison?

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

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

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

More information on school comparison performance measures can be found at:

<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 - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$2,948,839
Government Grants State	\$6,540
Revenue Other	\$84,231
Locally Raised Funds	\$923,458
Total Operating Revenue	\$3,963,068

Funds Available	Actual
High Yield Investment Account	\$854,301
Official Account	\$3,146
Total Funds Available	\$857,447

Expenditure	
Books & Publications	\$12,824
Communication Costs	\$43,679
Consumables	\$295,274
Miscellaneous Expense	\$784,902
Professional Development	\$73,954
Property Maintenance	\$1,131,390
Salaries & Allowances	\$597,733
Trading & Fundraising	\$85,222
Travel & Subsistence	\$14,040
Utilities	\$189,866
Total Operating Expenditure	\$3,228,883

Financial Commitments	
Operating Reserve	\$100,000
Asset/Equipment Replacement < 12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds incl SMS>12 months	\$500,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$32,447
Total Financial Commitments	\$857,447

Net Operating Surplus/-Deficit **\$734,185**

Asset Acquisitions **\$603,523**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

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

**National Partnership 2013
Allocation**

Improving Literacy and Numeracy	\$327,258
Empowering Local Schools	\$0

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

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

National Partnership for Low Socio-Economic Status School Communities

Not Applicable

National Partnership for Empowering Local Schools

The Empowering Local Schools National Partnership empowers participating schools to make decisions at the local level and supports them to better respond to the needs of students and the school community. Schools participated in one of four initiatives: School Partnerships, Specialisation Grants, Supporting Professional Practice or Local Administration Bureau.