

2022 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 of the previous calendar year 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 19 March 2023 at 07:34 PM by Veronica Hoy (Principal)

- This 2022 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 08 May 2023 at 08:38 AM by Sharon Matuauto (School Council President)

How to read the Annual Report

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.

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)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

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 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').

About Our School

School context

Gladstone Park is a single campus, co-educational Year 7 to 12 College with 1540 students that services a large residential community in the Northwestern suburbs of Melbourne. We have a culturally diverse enrolment. 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. Gladstone Park Secondary College's vision is to provide a first-class education for local students that is safe and supportive for all students, and proudly sustains high standards.

Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and build positive memories of school.

The values of the school community are to 'be respectful', 'be a learner' and 'be safe'. Students at Gladstone Park Secondary College are expected to demonstrate respect for themselves, others and the school; be actively engaged with and take responsibility for their own learning; be curious and open to new ideas; and be safe and value the safety of others. The school vision and values inform our approach to teaching and learning, underpinning procedures and policies, which foster an inclusive and productive school climate. Students learn about our vision and values daily through our Positive Behaviours for Learning framework and during teaching and learning programs such as pastoral care and college activities such as assemblies and awards ceremonies.

The school provides a core curriculum program in the Years 7-9. The Year 10 blocks are aligned with the Victorian Certificate of Education (VCE) blocks. The VCE includes a robust Vocational Major stream. Vocational Education and Training (VET) is offered to all our senior students in VCE. A considerable proportion of Year 10 students undertake a VCE subject or pursue additional pathway options within the conventional curriculum program. The school supports teacher development through collaborative teams for professional learning, curriculum development and leadership support.

Gladstone Park supports students' diverse learning needs through various programs. To support students with high academic ability, we have two targeted programs - the Select Entry Accelerated Learning (SEAL) program, and the select entry Language Immersion program where Italian language is taught using the Content Learning in Language (CLIL) methodology. Both these programs have classes at each year level for years 7 - 9 and have continued supports through to VCE. We have English as an Additional Language (EAL) classes at every year level supported by a Multicultural Aide. The Program for Students with a Disability (PSD) supports students with disabilities using Individual Education Plans coordinated by a dedicated Disability and Inclusion Leader. We provide academic support for low literacy students through Reading and English enhancement classes. Further academic supports available to students include free after-school tutorial classes. In addition, the Middle Years Literacy and Numeracy (MYLNS) program supports students below expected level in reading and numeracy, and the Tutor Learning Initiative (TLI) supports students whose learning has suffered through remote learning. Our Careers team is well resourced with 2.0 EFT careers staff supporting all students, especially those in years 10-12.

Student wellbeing support is a priority, and the school employs 3 counsellors to complement the DET supplied Mental Health Practitioner, school nurse and SSS staff. We also host external psychologist services at the school for further support. Specialist welfare programs and extra-curricular programs support the education of our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2020-2024 Strategic Plan has the following goal and strategies:

Goal 1: Improve student learning.

Key Improvement Strategies:

- Research develop and embed a teaching and learning framework that includes an instructional model and observational practices.
- Develop and embed a whole school literacy strategy.
- Research develop and embed a whole school numeracy strategy.

In 2022, Professional Learning Teams (PLTs) of teachers used a cycle of inquiry to test the effectiveness of a variety of literacy improvement strategies across all subject areas. The school introduced PAT-R testing to gain more detailed assessment of student's literacy skills for the use of the PLTs. The strategies tested were successful and help to build our whole-school literacy approach.

A pilot group of teachers were involved in academic research into classroom observations using a renowned effective method called Quality Teaching Rounds (University of Newcastle). This group have also trialed an instructional model across a variety of subjects, providing a base from which to evolve these practices in 2023.

Middle Years Literacy and Numeracy supports have continued in 2022 and this was supplemented by a successful semester 2 Numeracy Intervention Pilot Program (NIPP) at Year 7 - using short sessions at lunchtime or afterschool to give an overview of what they were going to be taught in the next maths class. The NIPP program will continue in 2023. We have developed a Numeracy support class for year 9 students in 2023 (in addition to their regular Mathematics classes). Students were identified through learning data including in-class assessments, PAT -M and on-demand data. An applied numeracy Curriculum was developed that draws on VM Numeracy principals and integrates with other curriculum areas.

In 2022, 99% of VCE students successfully completed their studies. 14 (8.1%) of our year 12 students achieved an ATAR above 90. Our mean VCE study score was 26.9, and 3.3% of study scores were 40+. The mean ATAR was 60.19. Our Year 9 NAPLAN data shows 21% students above benchmark growth in Writing - better than the State's 20%. 22% of our Year 9 students had High Growth in Numeracy - better than school's in our network (16%) and close to the State (24%).

Wellbeing

The 2020-2024 Strategic Plan has the following goals and strategies:

Goal 3: Improve student wellbeing.

Key Improvement Strategies:

- Develop and embed a whole school approach to Positive Behaviours to Learning.
- Embed a coordinated support for students with additional needs.
- Build upon an existing college culture based on the values of respect and inclusion.

In 2022, the Positive Behaviours for Learning (PBL) values and matrix of actions were further embedded by publishing matrix posters in all classrooms and through presentations at student assemblies. Staff professional learning created greater understanding and consistency of language and approach to teaching expected positive learning behaviours. Cross-school meetings have also provided greater consistency of practice in teacher and sub-school actions in regards to Positive Behaviours for Learning (PBL). This provides a more consistent student experience. The PBL working party is broadening for 2023 and will train together. PBL will be the focus for some PLTs in 2023 – to provide specific effective strategies for teachers to use.

The school has invested significantly in student wellbeing in 2022, employing a team leader for the student wellbeing team and a leading teacher to support teachers and lead disability and inclusion programs. We provide targeted tier 2 programs to support groups of students with common needs and provide high quality care for students needing 1:1 assistance.

Student's self-regulation and goal setting is reported positively endorsed by 57% of students – on-par with similar schools and the State. Improving opportunities for student voice and agency should see greater positive responses for student's sense of connectedness.

Engagement

The 2020-2024 Strategic Plan has the following goals and strategies:

Goal 2: Improve student engagement.

Key Improvement Strategies:

- Build teacher capability to understand and assess the point of learning need for all students.
- Explicitly articulate and implement the roles of student agency in learning within the school instructional model.
- Develop a school wide approach to student voice, leadership and agency.

We continue to promote student engagement through ensuring: a safe and orderly environment in which learning is the key focus for all staff and students; improvements and maintenance in the physical amenity available to students; innovative curriculum programs, such as the SEAL and Language Immersion programs; and a strong system of wellbeing support.

In 2022, Individual Education Plans (IEPs) are being developed to be ready for future Disability and Inclusion guidelines. The Disability and Inclusion Leader has developed a new on-line process for goal setting for IEPs, has provided training for sub-school staff, and is working with Math and English Leaders to develop staff capability for IEP goal setting and assessment for Numeracy. Teachers are supported in modifying their teaching to meet individual student needs through IEPs.

In 2022, we ran camps at Year 7, 8, 9 and 10 and held celebrations for students through awards ceremonies, a Year 10 and 11 social and the Year 12 graduation ceremony. The student Representative Council ran casual clothes days to raise money for charities, they also provided reports and representations to the principal team and school council.

Other highlights from the school year

We were so pleased to present Matilda the Musical to our school community in 2022. After a few years of disruption to our very well regarded School Musical Productions, students, families and teachers were treated to a production of exceptionally high quality. The school received an Active Schools grant to expand the resources available for the lunch time activities program. This allowed us to utilise the space behind the theatre for the loaning of sports equipment for students at lunch time. This is very much appreciated by students.

Financial performance

Gladstone Park Secondary College maintained a sound financial position throughout 2022. The 2020-2024 School Strategic Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. 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. A substantial financial commitment has been made to provide further resourcing of staff in the sub-schools, student services and in leadership to support all students, in particular for students at risk and students with special needs. Our equity funding is reducing as our demographic relating to the SFOE (Student Family Occupation and Education) is changing.

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 1540 students were enrolled at this school in 2022, 749 female and 791 male.

30 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).

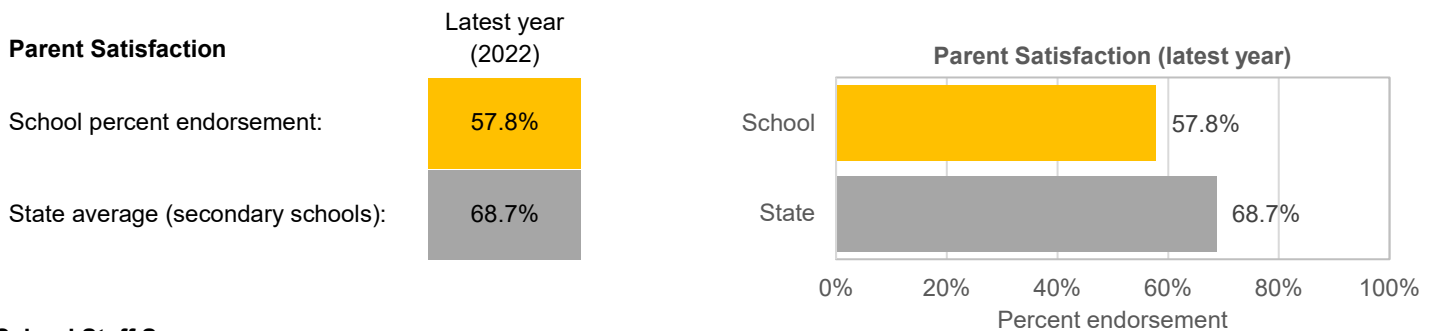
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

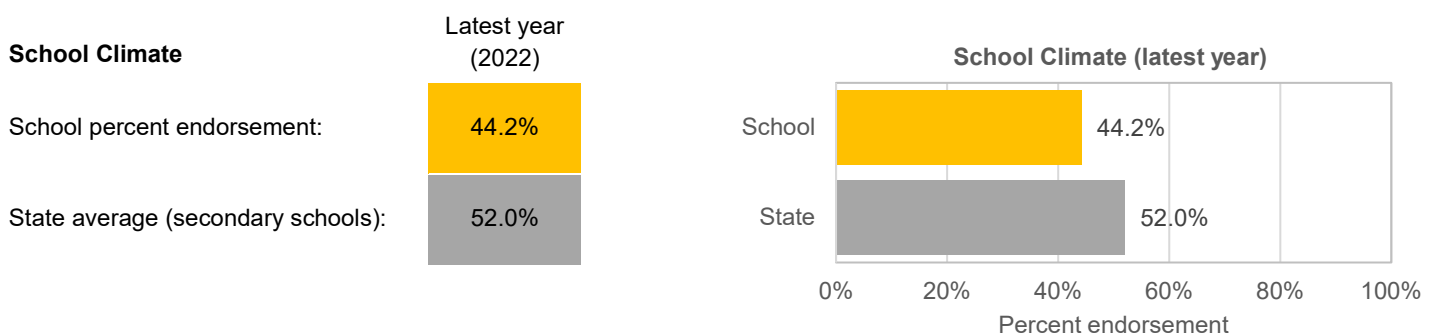


School Staff Survey

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.



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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

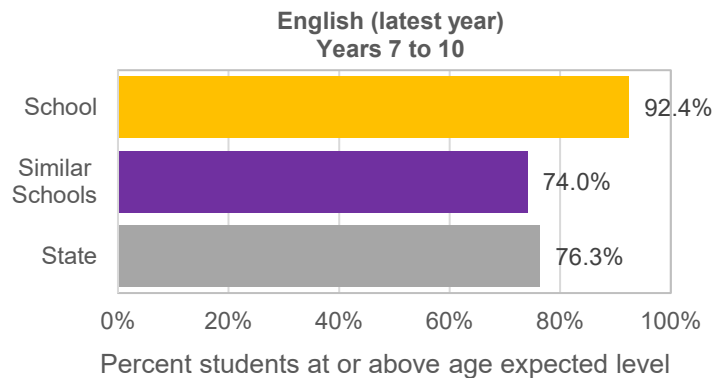
92.4%

Similar Schools average:

74.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

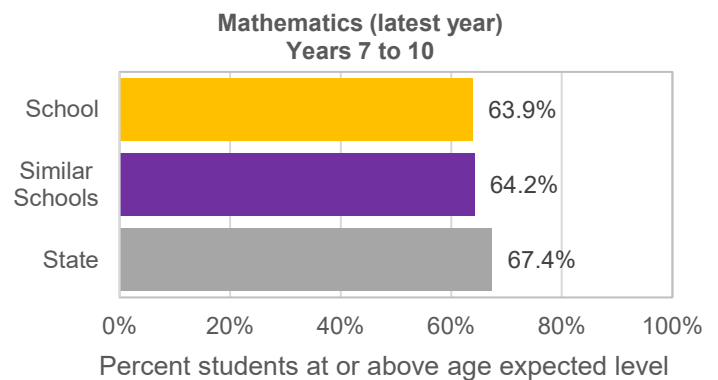
63.9%

Similar Schools average:

64.2%

State average:

67.4%



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.

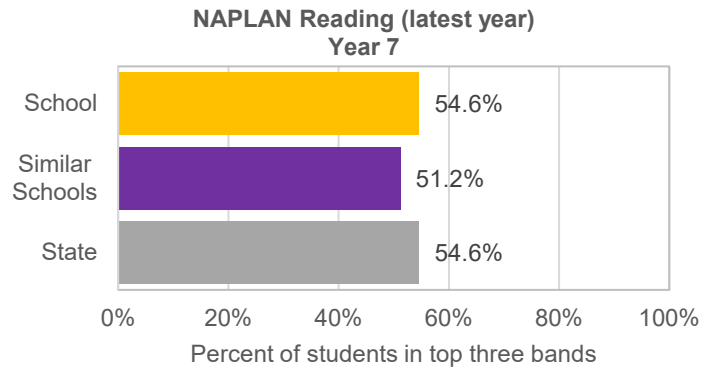
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

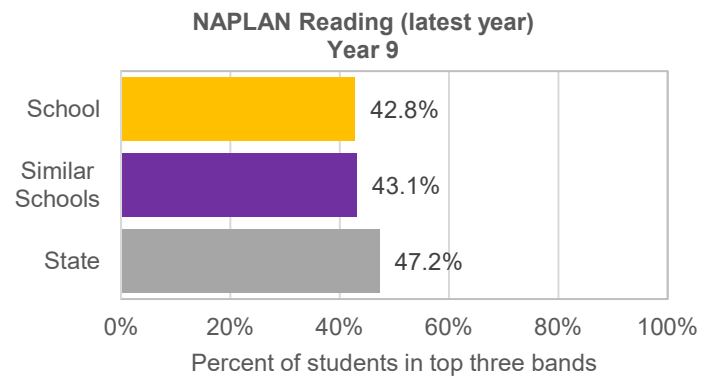
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.6%	54.6%
Similar Schools average:	51.2%	53.5%
State average:	54.6%	55.3%



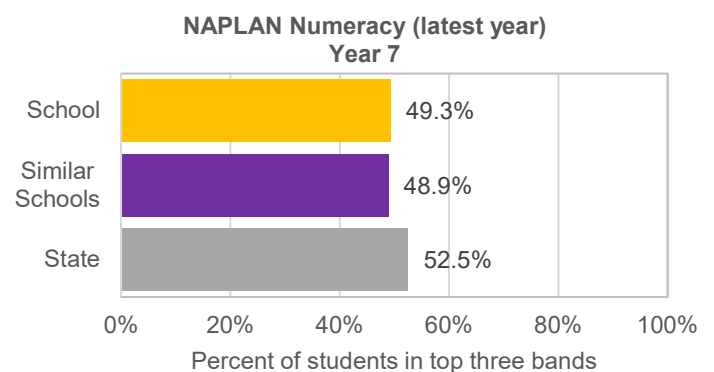
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.8%	42.0%
Similar Schools average:	43.1%	42.1%
State average:	47.2%	46.0%



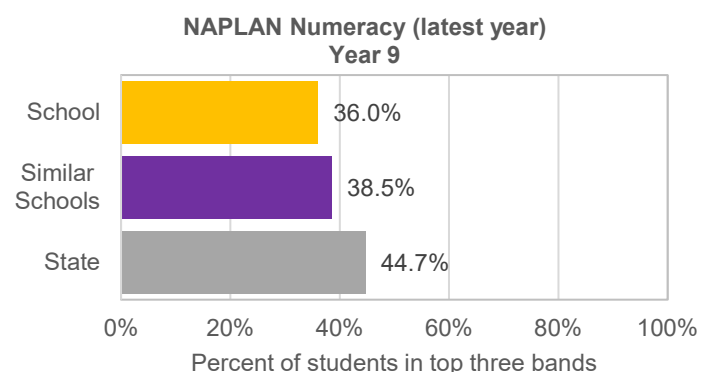
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.3%	53.6%
Similar Schools average:	48.9%	52.2%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.0%	41.6%
Similar Schools average:	38.5%	40.7%
State average:	44.7%	45.6%



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.*

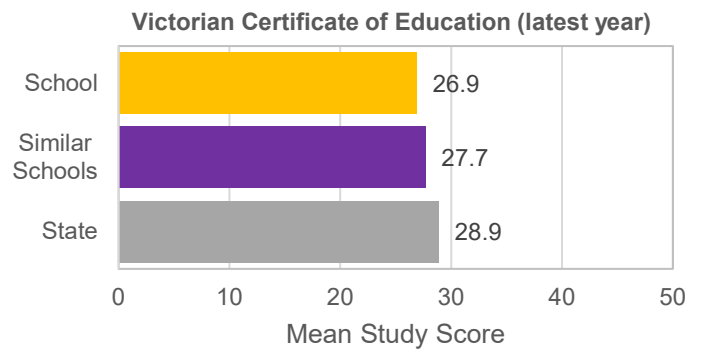
Victorian Certificate of Education (VCE)

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

	Latest year (2022)	4-year average
School mean study score	26.9	27.9
Similar Schools average:	27.7	27.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

VET units of competence satisfactorily completed in 2022:

75%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

97%

WELLBEING

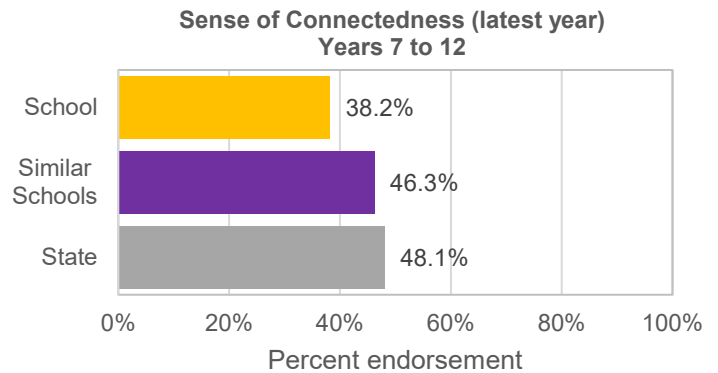
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	38.2%	47.5%
Similar Schools average:	46.3%	51.3%
State average:	48.1%	52.5%

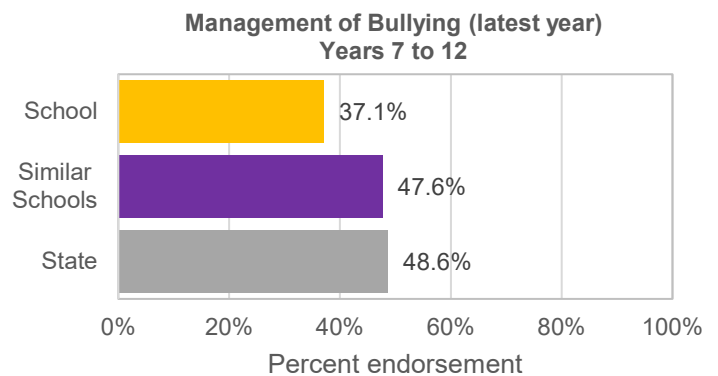


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.1%	49.4%
Similar Schools average:	47.6%	53.4%
State average:	48.6%	54.0%



ENGAGEMENT

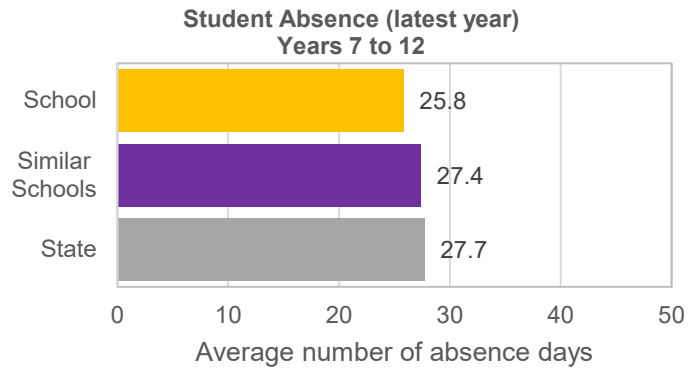
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	25.8	19.2
Similar Schools average:	27.4	21.8
State average:	27.7	21.8



Attendance Rate (latest year)

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

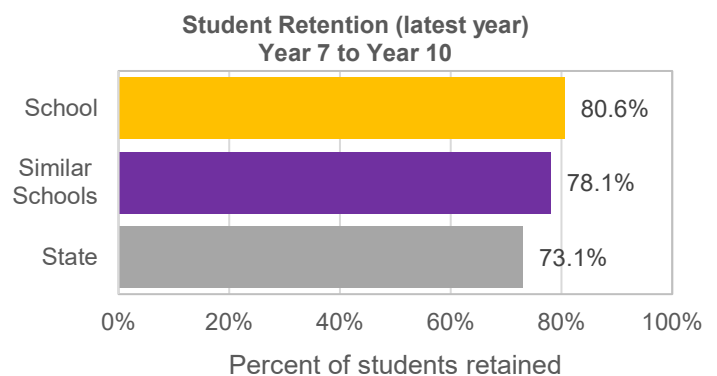
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	85%	86%	87%	86%	89%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	80.6%	82.1%
Similar Schools average:	78.1%	77.5%
State average:	73.1%	73.0%



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.

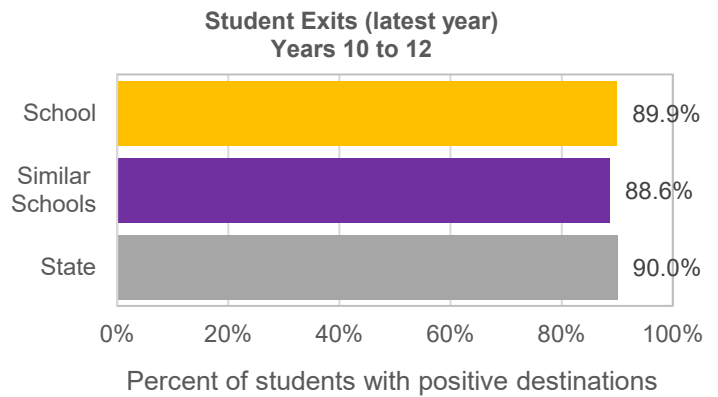
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	89.9%	95.6%
Similar Schools average:	88.6%	88.3%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$18,165,471
Government Provided DET Grants	\$2,276,695
Government Grants Commonwealth	\$15,639
Government Grants State	\$12,407
Revenue Other	\$95,786
Locally Raised Funds	\$729,670
Capital Grants	\$0
Total Operating Revenue	\$21,295,667

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,069,209
Equity (Catch Up)	\$93,769
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,162,978

Expenditure	Actual
Student Resource Package ²	\$16,727,186
Adjustments	\$0
Books & Publications	\$4,705
Camps/Excursions/Activities	\$416,093
Communication Costs	\$32,384
Consumables	\$323,349
Miscellaneous Expense ³	\$35,548
Professional Development	\$77,304
Equipment/Maintenance/Hire	\$299,443
Property Services	\$409,115
Salaries & Allowances ⁴	\$842,155
Support Services	\$815,397
Trading & Fundraising	\$10,756
Motor Vehicle Expenses	\$14,786
Travel & Subsistence	\$0
Utilities	\$183,944
Total Operating Expenditure	\$20,192,164
Net Operating Surplus/-Deficit	\$1,103,502
Asset Acquisitions	\$24,801

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$956,747
Official Account	\$68,815
Other Accounts	\$0
Total Funds Available	\$1,025,562

Financial Commitments	Actual
Operating Reserve	\$529,691
Other Recurrent Expenditure	\$32,829
Provision Accounts	\$0
Funds Received in Advance	\$91,514
School Based Programs	\$530,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,575
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$104,300
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,988
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,334,897

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.