

2018 Annual Report to The School Community



School Name: Glen Waverley Secondary College (8808)



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

Attested on 19 March 2019 at 09:15 AM by Joanne Wastle
(Principal)

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

Attested on 26 March 2019 at 10:17 AM by Jaymee Nguyen
(School Council President)

About Our School

School context

Glen Waverley Secondary College is a large eastern suburbs neighborhood non-select entry school of approximately 1911 students, 133.9 equivalent fulltime teachers, 4 Principal Class, 36 Educational Support staff and 6 PSD (program for Students with Disabilities) students. GWSC provides excellent educational outcomes for all students in a positive, caring and supportive learning community, where diversity is highly valued, lifelong learning is embraced and all students have the opportunity to create their own personal futures.

Diversity adds to the richness and quality of the students' educational experience with a significant English as an Additional Language (EAL) student cohort and over 60 cultural groups represented in the school. The GWSC International School program of 53 students provides a further global perspective.

Our unique facilities design provides an innovative learning environment where individual needs are central to the curriculum provision. The College supports personalised continuous progression of learning, through embracing the development of a collaborative learning culture which values innovative pedagogy and the explicit teaching and assessment of identified 21st century skills including critical thinking and creativity. The school's holistic teaching and learning approach incorporates personal learning, integration of ICT into the curriculum and the development of collaborative teaching teams focusing on enhancing the achievement of all students.

As a high performing school, achieving consistently outstanding VCE results, Glen Waverley Secondary College prides itself on academic excellence in an environment where individual and collective student academic, sporting, music and the arts achievements are recognised and celebrated. Underlying the focus on excellence is the recognition that this can only be achieved in an environment where students are happy, healthy and resilient.

Framework for Improving Student Outcomes (FISO)

The college underwent a review in term 1 of 2018 which allowed the College to celebrate it's successes over the 4 year cycle and plan for future improvement. Consequently in 2018 our FISO centered on the two improvement initiatives of 'Excellence in teaching and learning' and 'Positive Climate for learning'. The College welcomed a new Principal and Assistant Principal which led to a focus on building the overall capacity and cohesiveness of the new team.

The College continued to work on embedding the GWSC Instructional Model which was developed to underpin best practice and ultimately lead to improved student outcomes. The model was developed, in consultation with the school community in 2015, trialed in 2016 and will be fully implemented in 2017. In 2018 the college worked to make explicit links between the instructional model, learner model and high impact teaching strategies. The college also focused on making more consistent and accurate judgements against the Victorian Curriculum by undertaking work on developmental rubrics. The rubrics were developed and trialed across the college in a number of key learning areas.

The College had a strong focus on building teacher capacity for promoting effective and supportive teacher-student relationships. This was linked to improvements in student engagement, student voice and advocacy in the classroom. This increased effort was in response to the attitudes to school data. Staff were exposed to ongoing professional learning in this area.

Achievement

Glen Waverley Secondary College continually performs well above the state medians in all areas of students learning, including literacy, numeracy and a wide range of VCE Studies.

The College continues to achieve outstanding VCE results with 100% of students successfully completing their VCE. Out of these students 13 students received the perfect score of 50, 12 students achieved an ATAR above 99, 33.94% achieved ATAR scores above 90, 76.37% above 70 and 14.98% of study scores over 40 in 2018 and 98% of students received tertiary offers.

Despite the continuous exit of a large number of students to select entry schools in Year 9, annual NAPLAN results show the matched Year 7 & 9 cohort of GWSC students make well above expected growth in literacy and numeracy. The Learning Gain achieved by the 2016-2018 Year 7-9 student cohort in literacy and numeracy was well above expected with well over 80% achieving medium to high growth in all areas. In numeracy 90% of students achieved a medium to high learning growth from Year 7-9. In Naplan Reading 36.06%, Numeracy 44.91% and 41.73% of students in Writing were making high learning growth between Years 7 and 9. The school comparison measures show GWSC students continue to excel in numeracy at years 7 & 9, and while student literacy results are very good, the high number of EAL enrolments requires literacy enhancement across the curriculum remains a priority.

The small cohort of PSD students is well supported and is making good progress, achieving all identified personal learning goals.

Despite these results Glen Waverley Secondary College continues to look for ways to achieve further improvement through the library reading program, improving data literacy across the college and the use of the Colleges instructional model.

Engagement

Student attendance has remained consistently well above the State. The average annual student absenteeism, of 8 days, is well below the State average of 17 days. The average unapproved absence days at GWSC ranges from 1.3 days at Year 11 to 1.9 at Year 8, well below the State wide average of 44 days per year. Education is highly valued and regular student attendance supported by the parent community. The College provides a range of opportunities to engage students including a strong music program involving over 200 students and a strong sporting program which includes the growing GWSC Giants football teams which include multicultural and girls teams with well over 150 students.

Student retention between Years 7 and 10 is well above State median and similar schools with comparable backgrounds and characteristics, with the only significant drop occurring between Year 8 and 9 due to select entry school offers. There is a continued focus on ensuring every senior student is guided and supported to pursue further education or training in a preferred career pathway. In 2018 data was collected from the Morrisby Career and Vocational testing to help determine student abilities and provide informed student course selection and map pathways. Individualised course and career counselling to all students to monitor pathways was conducted to ensure each student had the greatest chance of success and positive outcomes.

GWSC was involved in the Monash Tech School initiative in 2018 with the aim to engage students in a STEM learning experience that links students to industry and future career opportunities. In 2018 we sent a number of Year 7-9 classes to undertake a range of programs. In 2019 the College will strengthen this partnership with a plan to send all Year 7-9 students to the new facility at Monash University.

Wellbeing

Attitudes to School Survey data demonstrates a high sense of connectedness for students, high student motivation and students feeling safe. This data is above state median, highlighting the positive learning environment at GWSC.

Student and parent perception is consistently positive, ensuring students feel safe and supported in their learning environment.

Whole school Restorative Practice, an approach which ensures students are accountable for their actions, continues to guide student management and teacher response to behavioural concerns.

The GWSC Student Wellbeing team, including a full time Student Wellbeing Coordinator, two youth workers,

College nurse, Education Department psychologist, and community services, ensures all students have ongoing access to the physical, social and emotional support they require.

In 2018 GWSC expanded its student wellbeing team and worked to increase the profile of the team including making their spaces more accessible and visible to students. This resulted in greater awareness and overall support for students. The college also continued developing the respectful relationships program through the curriculum and working groups.

The college continued to work on improving student teacher relationships in response to student concern data in the Attitudes to School Survey. Opportunities for professional learning in the areas of Student Well-being were provided to improve the confidence of teachers to engage with students they were concerned about and make appropriate referrals.

Student engagement and wellbeing is continued to be supported by:

- A well-structured living and learning program embedded into the curriculum at Years 7 to 10. Growth mindset activities and mindfulness education were included in the programs in 2017.
- A highly valued, wide array of student co-curricular and leadership opportunities.
- Accreditation of GWSC as an eSmart school where students are educated on how to be safe online and tackle cyber bullying.
- An Equal Opportunity Committee actively supporting the right to a safe environment and inclusiveness for all students.
- An improved transition program from Middle School to Senior School to support student wellbeing at this time.
- Strong house leader system in Middle School
- Programs such as Year 11 relationships day and Year 8 respectful relationships day

Financial performance and position

Glen Waverley Secondary College expends equity funding, in accordance with Department of Education guidelines, to improve student outcomes through targeted initiatives. to ensure that all students have opportunity to demonstrate learning growth. Glen Waverley College maintains an adequate operating surplus.

For more detailed information regarding our school please visit our website at

<https://www.gwsc.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 1911 students were enrolled at this school in 2018, 910 female and 1001 male.

62 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school's socio-economic band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.8	72.4	64.8	78.4

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	65.9	51.5	41.4	61.2

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.8	79.1	64.9	89.9	Similar
Mathematics	88.4	69.4	49.3	85.5	Lower

NAPLAN Year 7 and Year 9

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

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	82.0	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	86.8	50.8	37.5	66.7	
Year 9	Reading (latest year)	74.8	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	86.3	44.4	30.4	59.9	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	78.1	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	88.2	51.4	38.1	66.0	
Year 9	Reading (4 year average)	68.8	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	85.8	41.8	30.1	59.1	Higher

NAPLAN Learning Gain

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

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

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

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	16.6	49.8	33.6
Year 5 to 7	Numeracy	18.1	46.8	35.0
Year 5 to 7	Writing	8.0	55.0	37.0
Year 5 to 7	Spelling	23.1	45.0	31.9
Year 5 to 7	Grammar and Punctuation	13.4	50.0	36.6
Year 7 to 9	Reading	12.3	51.5	36.2
Year 7 to 9	Numeracy	9.8	45.3	44.9
Year 7 to 9	Writing	9.4	48.9	41.7
Year 7 to 9	Spelling	20.7	50.8	28.6
Year 7 to 9	Grammar and Punctuation	12.4	53.0	34.6

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	32.9	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	32.9	27.4	25.3	29.6	Similar

Students in 2018 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **5 percent**.

VET units of competence satisfactorily completed in 2018: **94 percent**.

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

ENGAGEMENT

Average Number of Student Absence Days

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

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	8.5	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	8.1	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	96	95	94	97	96	97

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	71.7	75.0	66.7	81.7	Similar
Retention (4 year average)	75.0	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	98.4	91.7	83.1	99.3	Similar
Student Exits (4 year average)	98.3	91.6	83.5	97.7	Similar

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

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	65.1	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	65.5	52.9	44.5	61.9	Similar

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	66.7	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	65.5	56.0	47.5	66.4	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,499,333
Government Provided DET Grants	\$2,343,853
Government Grants Commonwealth	\$156
Government Grants State	\$29,389
Revenue Other	\$176,209
Locally Raised Funds	\$2,580,067
Total Operating Revenue	\$21,629,006

Equity ¹	Actual
Equity (Social Disadvantage)	\$95,798
Equity (Catch Up)	\$0
Transition Funding	\$36,336
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$132,134

Expenditure	Actual
Student Resource Package ²	\$16,501,975
Adjustments	\$91
Books & Publications	\$22,860
Communication Costs	\$154,533
Consumables	\$489,551
Miscellaneous Expense ³	\$1,220,453
Professional Development	\$58,337
Property and Equipment Services	\$858,073
Salaries & Allowances ⁴	\$1,216,478
Trading & Fundraising	\$475,039
Travel & Subsistence	\$48,023
Utilities	\$183,343
Total Operating Expenditure	\$21,228,755
Net Operating Surplus/-Deficit	\$400,251
Asset Acquisitions	\$90,688

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$567,500
Official Account	\$265,177
Other Accounts	\$723,749
Total Funds Available	\$1,556,425

Financial Commitments	Actual
Operating Reserve	\$753,788
Other Recurrent Expenditure	\$0
Provision Accounts	\$55,870
Funds Received in Advance	\$185,011
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$48,000
Repayable to the Department	\$15,869
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$317,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,495,537

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

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

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

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').