

2017 Annual Report to the School Community



School Name: Glen Waverley Secondary College

School Number: 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 Regulation 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 2017 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 28 March 2018 at 10:41 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 Regulation 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 2017 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 30 April 2018 at 07:42 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 1910 students, 133.9 equivalent fulltime teachers, 4 Principal Class, 33 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, critical thinking and creativity. The school's holistic teaching and learning approach incorporates personal learning, inquiry 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)

Central to the College's Vision and Values is the sustaining of a learning community where powerful lifelong learning is valued by all. Consequently in 2017 our FISO centered on the two improvement initiatives of '**Excellence in teaching and learning**' and '**Positive Climate for learning**'.

To continue **Building practice excellence** the College invested in the development of a GWSC Instructional Model to guide knowledge and understanding of best teaching practice. The model was developed, in consultation with the school community in 2015, trialed in 2016 and will be fully implemented in 2017. It is vital that the links between the new instructional model and the GWSC Powerful Learning Framework are made explicit and that all components of the framework, including 21st century skills, ongoing online formative assessment, consistency of assessment practices, peer feedback and differentiated inquiry based learning, are embedded into the teaching and learning program. In 2017 the College worked with our FISO schools to develop a learning model. The Learning model was the collective efforts of both staff and students who formed part of the Learning model consultation group. This model will be implemented in 2018.

To **Empower students and build school pride** the GWSC VicSRC Leaders Team directed their focus towards curriculum and pedagogy in Humanities. They collected data from students about the teaching and learning presented their findings to be used for reflection and future planning. In 2018 the Vic SRC will focus on working with Science. In 2017 the new ACE (Active Community Engagement) program was launched in response to student voice to include more links to the community including a number of City experiences.

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 10 students achieving an ATAR above 99, 37.97% achieving ATAR scores above 90, 78.26% above 70 and 15.71% of study scores over 40 in 2017. 97.92% 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 2015-2017 Year 7-9 student cohort in literacy and numeracy was well above expected with over 80% achieving medium to high growth in all areas. In numeracy 87% of students achieved a medium to high learning growth from Year 7-9. In Naplan Reading 35.9%, Numeracy 43.9% and 41.5% 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.

Engagement

Student attendance has remained consistently well above the State. The average annual student absenteeism, of 7 days, is well below the State average of 17 days. The average unapproved absence days at GWSC ranges from 0.73 days at Year 11 to 2.82 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.

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 GWSC will continue to:

- Raise student and parent awareness of alternative student options, including a wide range of VET options
- Provide individualised course and career counselling to all students and monitor pathways
- Mentor high performing students and students at risk to support individual needs
- Analyse the VCAA VCE Data to monitor student performance to ensure it matches predicted outcomes.
- Analyse data collected from the Morrisby Career and Vocational testing to help determine student abilities and provide informed student course selection and map pathways.

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

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.

For more detailed information regarding our school please visit our website at
<http://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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1930 students were enrolled at this school in 2017, 930 female and 1000 male.</p> <p>62 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>○ Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</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> Similar</p> <p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 19%, Medium: 47%, High: 34%</p> <p>Numeracy Low: 9%, Medium: 44%, High: 46%</p> <p>Writing Low: 12%, Medium: 45%, High: 42%</p> <p>Spelling Low: 17%, Medium: 54%, High: 29%</p> <p>Grammar and Punctuation Low: 14%, Medium: 52%, High: 34%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 16%, Medium: 48%, High: 36%</p> <p>Numeracy Low: 13%, Medium: 43%, High: 44%</p> <p>Writing Low: 17%, Medium: 41%, High: 41%</p> <p>Spelling Low: 23%, Medium: 51%, High: 27%</p> <p>Grammar and Punctuation Low: 19%, Medium: 48%, High: 33%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2017 0 50</p> <p>Results: 2014 - 2017 (4-year average) 0 50</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 99%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 4%</p> <p>VET units of competence satisfactorily completed in 2017: 96%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>96 %</td> <td>95 %</td> <td>95 %</td> <td>97 %</td> <td>97 %</td> <td>97 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	95 %	95 %	97 %	97 %	97 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	95 %	95 %	97 %	97 %	97 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

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
- 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)
 - 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).

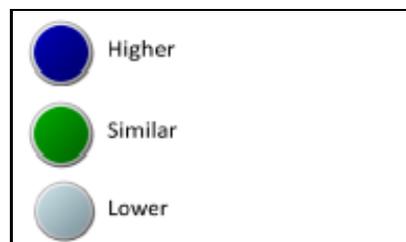


What does *School Comparison* refer to?

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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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 their first 11 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').



Financial Performance and Position

Financial performance and position commentary

The College maintains a minimum operating reserve to ensure adequate resourcing of programs and College priorities. Equity funding is expended on programs and additional support for vulnerable cohorts.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$15,921,125	High Yield Investment Account	\$316,077
Government Provided DET Grants	\$2,460,881	Official Account	\$243,229
Government Grants State	\$40,999	Other Accounts	\$906,078
Revenue Other	\$118,275	Total Funds Available	\$1,465,384
Locally Raised Funds	\$1,799,183		
Total Operating Revenue	\$20,340,462		
Equity¹			
Equity (Social Disadvantage)	\$99,030		
Equity (Catch Up)	\$57,090		
Equity Total	\$156,121		
Expenditure		Financial Commitments	
Student Resource Package ²	\$15,772,441	Operating Reserve	\$787,044
Books & Publications	\$15,956	Asset/Equipment Replacement < 12 months	\$58,000
Communication Costs	\$66,014	Revenue Received in Advance	\$601,850
Consumables	\$487,479	School/Network/Cluster Coordination	\$15,128
Miscellaneous Expense ³	\$1,192,483	Provision Accounts	\$38,862
Professional Development	\$85,529	Total Financial Commitments	\$1,500,883
Property and Equipment Services	\$1,695,791		
Salaries & Allowances ⁴	\$1,278,869		
Trading & Fundraising	\$388,942		
Travel & Subsistence	\$28,644		
Utilities	\$159,326		
Total Operating Expenditure	\$21,171,475		
Net Operating Surplus/-Deficit	(\$831,013)		
Asset Acquisitions	\$6,936		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.