

2019 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 2019 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 22 July 2020 at 09:55 AM by Joanne Wastle (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 July 2020 at 01:40 PM 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 1914 students, 133.6 equivalent fulltime teachers, 4 Principal Class, 36 Educational Support staff and 5 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 62 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)

Glen Waverley Secondary College is currently 2 years into a 4 year cycle of the strategic plan. In 2019 Glen Waverley Secondary College focused on two FISO improvement initiatives including, 'Excellence in teaching and learning' and 'Positive Climate for learning'. The College continued to build the overall capacity and cohesiveness of the new Principal team and consolidate the work around teaching and learning..

The College continued to work on embedding the GWSC Instructional Model which was implemented in 2016 to underpin best practice and ultimately lead to improved student outcomes. In 2019 the college worked to review the model and undertook a specific focus on the engage section of the model which included Learning Intentions and Success Criteria. Further work was done to improve the consistency in its use by teachers across the college.

The college had a strong focus on strengthening leadership and building teacher capacity. The college trialled PLTs to further enhance teacher collaboration and create a greater focus on student learning. The goal of PLTs in 2019 was to create greater discussion around student learning, increase data literacy and build the capacity of teachers to improve practice through a regular structured meeting time. The College engaged in the PLC initiative training during term 3 and also developed a model and structure in preparation for full implementation in 2020.

Alongside this work the College focused on differentiation as a way to support and cater for the learning of all students in the College. This was supported by the professional learning program and formed part of the work in the PLT's.

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, 5 students received the perfect score of 50, 7 students achieved an ATAR above 99, 37.18% achieved ATAR scores above 90, 76.60% above 70 and 14% of study scores over 40 in 2019 and 99% of students received tertiary offers. The college achieved a mean of 32.42 and a median of 33.

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 2017-2019 Year 7-9 student cohort in literacy and numeracy had over 80% achieving medium to high growth in all areas except Writing. In NAPLAN Reading 33.1%, Numeracy 31.9% and 26.6% of students in Writing were making high learning growth between Years 7 and 9. The % of students in the top two bands in reading, writing and numeracy is also high. In numeracy, 58% of students achieved in the top two bands, 43% in reading and 21% in the top two bands in writing. The school comparison measures show GWSC students continue to excel consistently in reading at years 7 & 9, and while student literacy results are very good, the high number of EAL enrolments requires literacy enhancement across the curriculum to remain a priority. The College provides an afterschool Elevate program to support students in their study skills and literacy and numeracy and also provides in class and out of class support to students identified as requiring extra support or enrichment.

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 in student learning outcomes through the implementation of PLTs, improving data literacy across the college and the consistent use of the Colleges instructional model.

Engagement

Student attendance at the College has remained consistently well above the State. The average annual student absenteeism, of 11 days, is well below the State medium of 21.3 days. The average attendance across all year levels at the college is around 95%. Education is highly valued and regular student attendance is supported by the parent community.

The College provides a range of opportunities to engage and connect students to the College 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. GWSC continued to be involved in the Monash Tech School initiative in 2019 with the aim to engage students in a STEM learning experience that links students to industry and future career opportunities. These program contribute to our strong data on school connectedness which is well above the state medium.

Student retention between Years 7 and 10 is well above the 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 2019 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.

The college focused on the engage section of the instructional model during 2019. This includes a hook to draw students into the lesson and having a clear learning goal and success criteria to connect students to their learning. The introduction of PLTs also allowed teachers to focus not only on student learning but also the engagement of students in their learning through a differentiated learning approach.

In 2019 Glen Waverley Secondary College worked together with the school community to develop a new vision and values that could be easily understood and adopted by all stake holders. This work was largely driven through the College's student leadership group as a way to further encourage greater student voice and school connectedness.

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 2019 the college also continued implementing 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 are included in the program..
- 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
- A camps program that includes a year 12 camp with a focus on study skills, motivation and maintaining positive mental health throughout the year.

Financial performance and position

Glen Waverley Secondary College expends equity funding in accordance with Department of Education guidelines. There is a continued strong emphasis on improving student outcomes through targeted initiatives to ensure that all students have opportunity to demonstrate learning growth. Intervention programs focus on both in class and out of class personalised individual support. Glen Waverley Secondary College maintains an adequate operating surplus to maintain and prioritise such programs. There is a strong focus on supporting English as and Additional Language Students and small classes and individualised mentoring and tuition is prioritised for this priority cohort as required; thus ensuring their smooth transition to secondary education in Australia.

For more detailed information regarding our school please visit our website at
<https://www.qwsc.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 1914 students were enrolled at this school in 2019, 898 female and 1016 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)	78.4	73.0	64.9	79.3

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)	65.7	54.2	43.8	63.0

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.9	78.4	63.3	90.2	Above
Mathematics	87.4	67.9	47.2	85.5	Similar

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	82.7	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	89.8	53.9	40.0	67.6	-
Year 9	Reading (latest year)	77.1	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	89.4	42.9	29.9	59.9	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	80.2	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	88.9	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	71.5	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	86.3	41.5	29.9	57.9	-

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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	13.4	43.3	43.3
Year 5 to 7	Numeracy	13.1	44.2	42.7
Year 5 to 7	Writing	21.7	49.4	28.9
Year 5 to 7	Spelling	15.9	52.3	31.8
Year 5 to 7	Grammar and Punctuation	19.3	49.6	31.1
Year 7 to 9	Reading	16.3	50.6	33.1
Year 7 to 9	Numeracy	18.1	50.0	31.9
Year 7 to 9	Writing	24.6	48.8	26.6
Year 7 to 9	Spelling	13.7	43.8	42.6
Year 7 to 9	Grammar and Punctuation	14.5	55.9	29.7

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)	32.4	27.3	25.5	29.7	Above
Mean Study Score (4 year average)	32.7	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **5 percent**.

VET units of competence satisfactorily completed in 2019: **99 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	11.0	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	8.8	20.4	15.8	25.1	-

Attendance Rate

Average 2019 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)	95	92	94	95	96	95

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	79.0	75.6	66.7	82.1	Similar
Retention (4 year average)	75.4	75.3	67.1	80.8	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	99.5	90.1	81.8	98.6	Above
Student Exits (4 year average)	98.4	91.1	83.0	97.4	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	62.7	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	64.6	52.3	44.5	62.0	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	63.9	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	65.0	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$16,943,947
Government Provided DET Grants	\$2,290,367
Government Grants Commonwealth	\$1,230
Government Grants State	\$25,478
Revenue Other	\$136,781
Locally Raised Funds	\$2,655,712
Capital Grants	\$0
Total Operating Revenue	\$22,053,515

Equity ¹	Actual
Equity (Social Disadvantage)	\$100,373
Transition Funding	\$0
Equity (Catch Up)	\$22,755
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$123,128

Expenditure	Actual
Student Resource Package ²	\$16,916,663
Adjustments	\$0
Books & Publications	\$42,853
Communication Costs	\$89,544
Consumables	\$415,694
Miscellaneous Expense ³	\$1,477,209
Professional Development	\$48,065
Property and Equipment Services	\$1,056,213
Salaries & Allowances ⁴	\$1,118,489
Trading & Fundraising	\$62,119
Travel & Subsistence	\$70,634
Utilities	\$232,029
Total Operating Expenditure	\$21,529,512
Net Operating Surplus/-Deficit	\$524,003
Asset Acquisitions	\$28,990

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,953,864
Official Account	\$101,032
Other Accounts	\$43,002
Total Funds Available	\$2,097,899

Financial Commitments	Actual
Operating Reserve	\$717,955
Other Recurrent Expenditure	\$0
Provision Accounts	\$43,286
Funds Received in Advance	\$344,122
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,410
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,712,774

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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, 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 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').