

2022 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 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 18 April 2023 at 01:01 PM by Chris Knight (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 18 April 2023 at 04:53 PM by Vishal Kapoor (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

Glen Waverley Secondary College is a large eastern suburbs neighborhood non-select entry school. The College has a restricted enrolment zone due to the outstanding reputation of the school. In 2022 the College had an enrolment of 1969 local students along with 43 International Students. 53% of students were male and 47% were female. 65% of students had English as an additional language and 0.38% of students were non-English speakers. 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 with the main countries of birth of students being: India 24%, China 20%, Sri Lanka 18%, Australia 5%, Malaysia 5%, Vietnam 4%, Hong Kong 3%, Korea 2%, Pakistan 2%, and Singapore 2%.

The College had 140.05 EFT teachers including 5 Principal class and 23.4 EFT education support staff in 2022. 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.

The College's Values of Respect, Diversity, Commitment, Perseverance and Accomplishment underpin the Vision Statement - Growing respectful, responsible, resilient citizens who value diversity and lifelong learning.

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.

The Parent Satisfaction of positive responses (agree or strongly agree) was 78.7%

The School Climate of positive responses (agree or strongly agree) was 64.8%.

Progress towards strategic goals, student outcomes and student engagement

Learning

Glen Waverley Secondary College delivered on the Key Improvement Strategy of Building Practice Excellence – Refine and embed the consistent use of the Instructional Model through the implementation of the Professional Learning Teams in 2022. Teachers embraced the full implementation of the Professional Learning Teams across the College - with the view of improving consistency of high level teacher practice.

GWSC's core goal of maximising student outcomes was prioritised through a broad range of strategies; primarily differentiation and personalised learning. Teachers taught through a range of strategies and actively used students' data to ensure students maximised their learning opportunities. The College prioritised and implemented a comprehensive range of planned academic intervention and extension programs 2022. GWSC 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 College Instructional Model.

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.

Student Achievement Summary:

Teacher Judgement of students (years 7-10) achieving at or above expected standards:

- English - 93.3%
- Mathematics - 87.2%

Despite the continuous exit of students to select entry schools in Year 9, NAPLAN results show there are still a high proportion of students in the top 3 bands. 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.

NAPLAN Data:

School percent of students in Top 3 bands:

- Year 7 Reading - 84.3%
- Year 9 Reading - 74.9%
- Year 7 Numeracy - 89.5%
- Year 9 Numeracy - 87.8%

NAPLAN results of Benchmark Growth and Relative Growth were not able to be collected due to no NAPLAN being conducted in 2020.

The small cohort of PSD students is well supported and is making good progress, achieving all identified personal learning goals. The College continues to achieve outstanding VCE results with 100% of students successfully completing their VCE.

VCE Results Summary:

- Study Score Mean - 32.5
- Study Score Median - 33 (32 in 2021)
- ATARs of 90+ - 39.3% (28.31% in 2021)
- % of students with study score of 40+ - 13.4% (12.06% in 2021)
- Number of 50s (max possible score) - 9

Wellbeing

Health and wellbeing supports continue to be prioritised for staff and students at Glen Waverley Secondary College in response to significant interruptions during the years related to COVID. The GWSC Student Wellbeing team, including a full time Student Wellbeing Coordinator, youth workers, College nurse, Education Department Mental Health Practitioner, and community services, ensures all students have ongoing access to the physical, social and emotional support they require. A discrete mentoring program was implemented to support the most at risk students, whilst tiered supports were in place for other students through Wellbeing, Middle and Senior Schools. All staff worked above and beyond to ensure the best outcomes for students as we entered the second year after remote learning and are they are to be congratulated on their outstanding work and efforts over the course of 2022. 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 Unity Cup football teams which include multicultural and girls teams with well over 150 students. GWSC continued to be involved in the Monash Tech School initiative 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. 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 Attitudes to School (positive responses with agree or strongly agree)

- Sense of Connectedness - 60.6%
- Management of Bullying - 58.5%

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 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 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.
- 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.

Engagement

The delivery of the College's Key Improvement Strategy of Empowering Students and Building School Pride – 'Developing a student voice and agency Strategy across the College'.

Student attendance at the College has remained consistently well above the State; Education is highly valued and regular student attendance is supported by the parent community.

Average number of student absence days - 16.7 - There was an increase in the percentage of students who were absent for more than 20 days (27%); this is believed to be due to a number of factors primarily returning to onsite learning and making adjustments to return to school. Students also took the required and recommended days of isolation when they were diagnosed with COVID; which increased the number of absent days per child. The community's approach to keeping their children at home when unwell also contributed to the high absence levels. Towards the end of the year there were also an increase in families taking extended holidays. 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.

Average number of student absence days - 16.7

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. Data collected from the Morrisby 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.

Student retention year 7 to year 10 - 71.9%

GWSC continues to be proud of the results in preparing students for their future. The College data well above the state average.

Percentage of students to further studies or full-time employment - 99.7%

Financial performance

Glen Waverley Secondary College's financial position is strong, despite the 2022 financial year showed an operational deficit of \$657,096. This outcome was mainly a result of an increase in operational expenditure due to staffing requirements and supports put in place to support student learning. The college undertook continued building maintenance during 2022 including the painting and upgrading many buildings including repair of the roof in the hall; which will have long-term value to the College. Any drop in revenue from parent payments continues to be the biggest risk to the continuation of our highly successful student programs.

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 an 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 www.gwsc.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 1969 students were enrolled at this school in 2022, 914 female and 1055 male.

65 percent of students had English as an additional language and NDP 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).

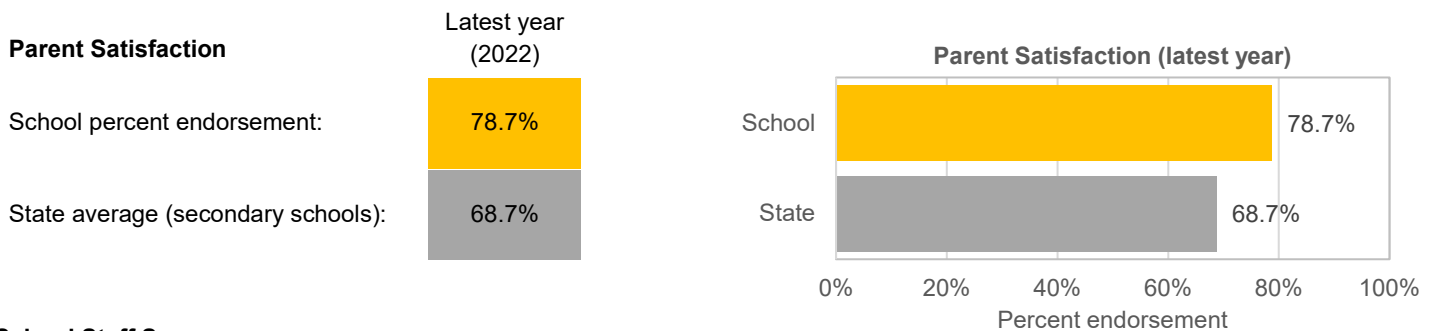
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

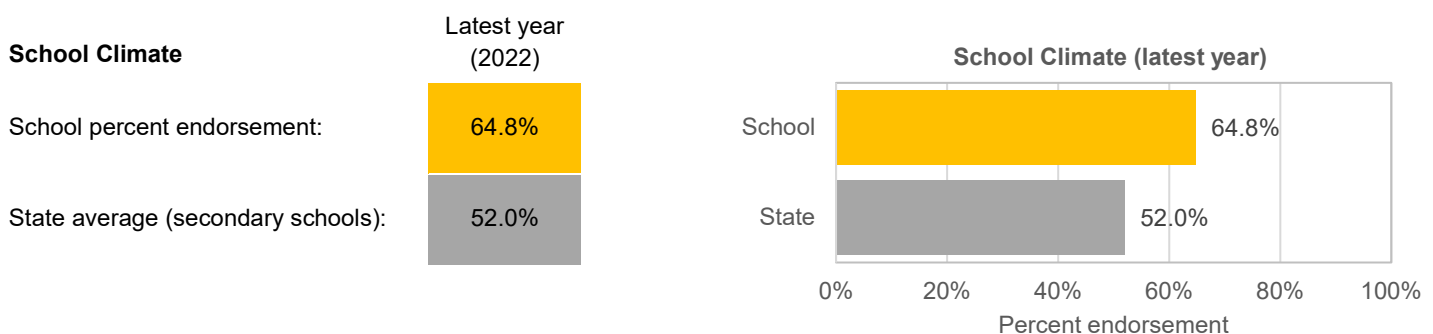


School Staff Survey

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:

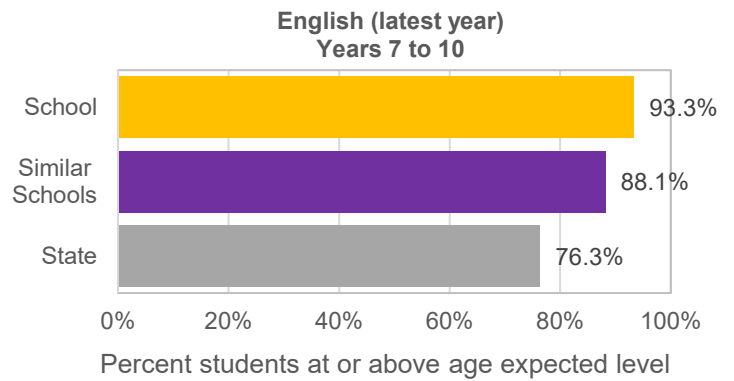
93.3%

Similar Schools average:

88.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

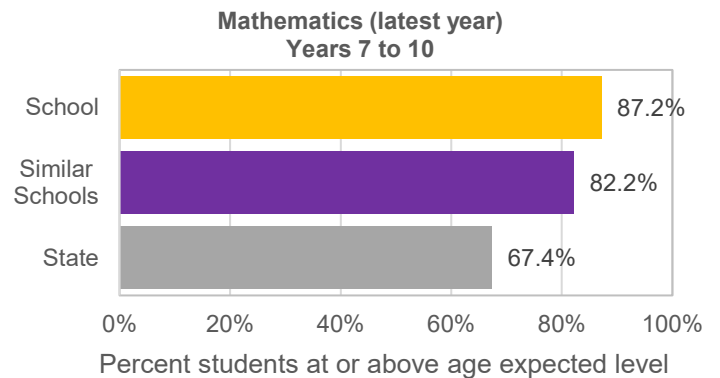
87.2%

Similar Schools average:

82.2%

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.

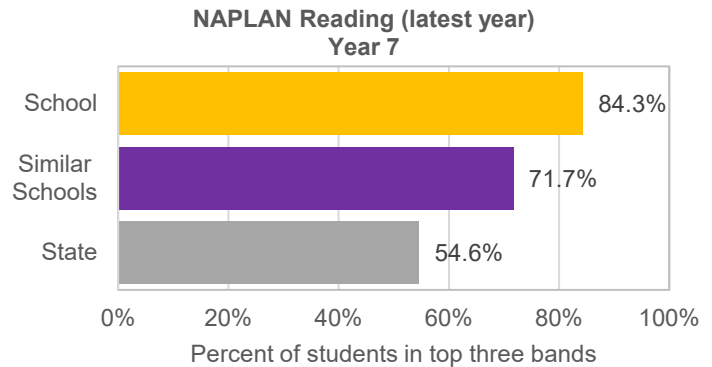
NAPLAN

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.

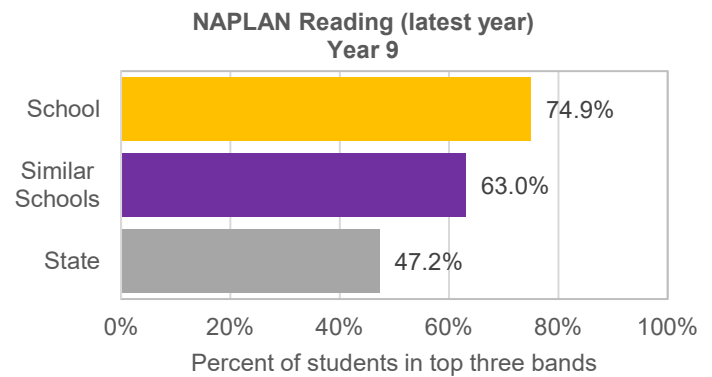
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.3%	82.4%
Similar Schools average:	71.7%	72.6%
State average:	54.6%	55.3%



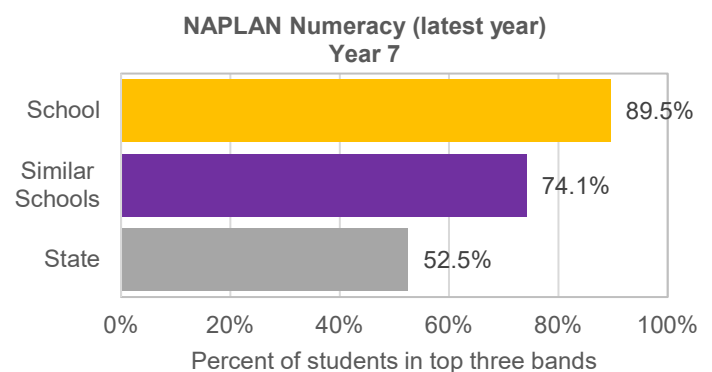
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.9%	77.1%
Similar Schools average:	63.0%	62.0%
State average:	47.2%	46.0%



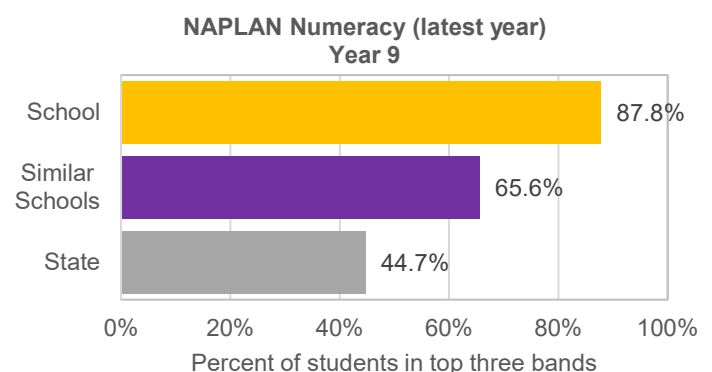
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	89.7%
Similar Schools average:	74.1%	75.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.8%	89.1%
Similar Schools average:	65.6%	66.1%
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.*

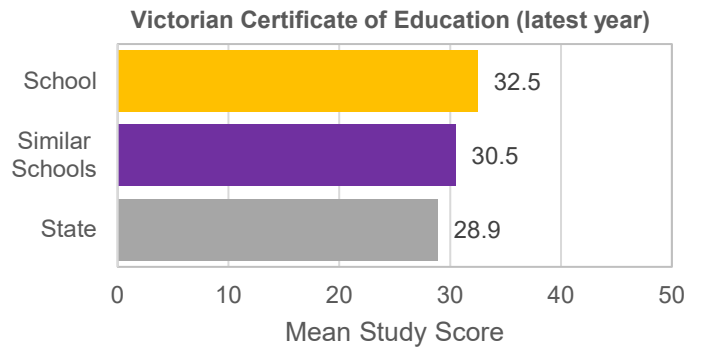
Victorian Certificate of Education (VCE)

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	32.5	32.3
Similar Schools average:	30.5	30.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

2%

VET units of competence satisfactorily completed in 2022:

96%

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

NDA

WELLBEING

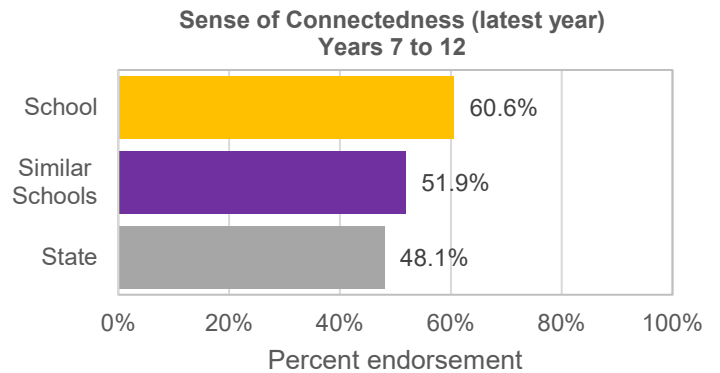
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	60.6%	65.8%
Similar Schools average:	51.9%	56.0%
State average:	48.1%	52.5%

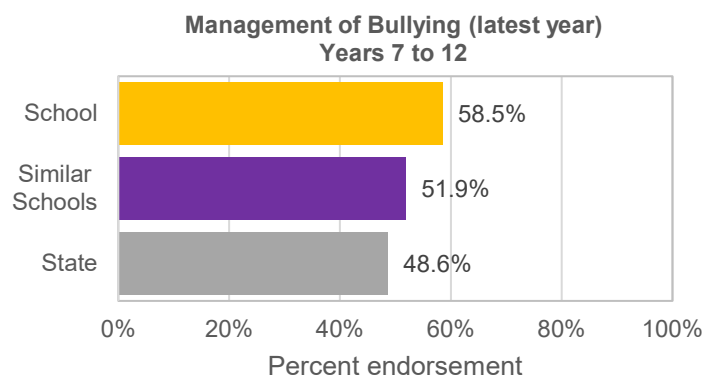


Student Attitudes to School – Management of Bullying

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:	58.5%	65.5%
Similar Schools average:	51.9%	57.0%
State average:	48.6%	54.0%



ENGAGEMENT

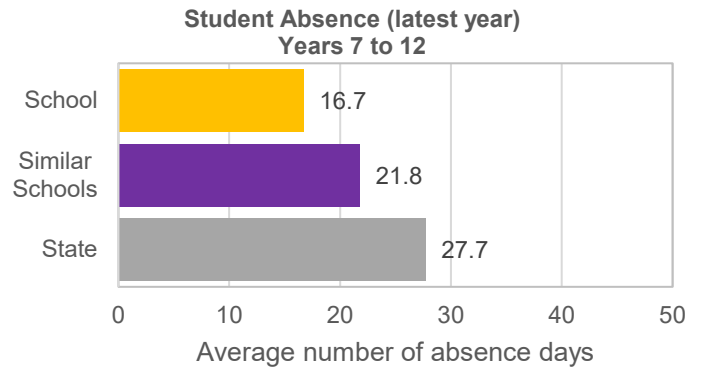
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.7	12.5
Similar Schools average:	21.8	16.2
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.

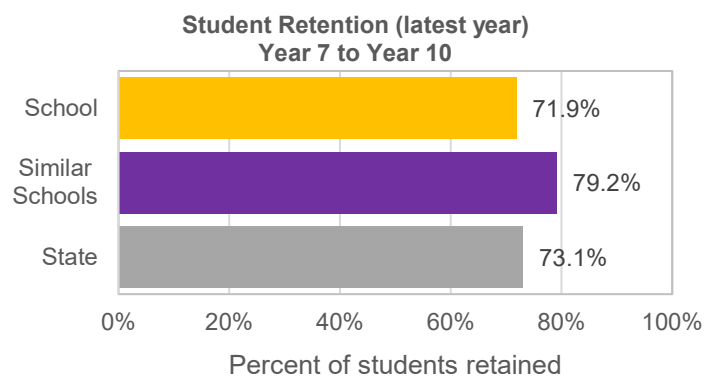
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	92%	92%	92%	91%	91%

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:	71.9%	76.3%
Similar Schools average:	79.2%	79.0%
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.

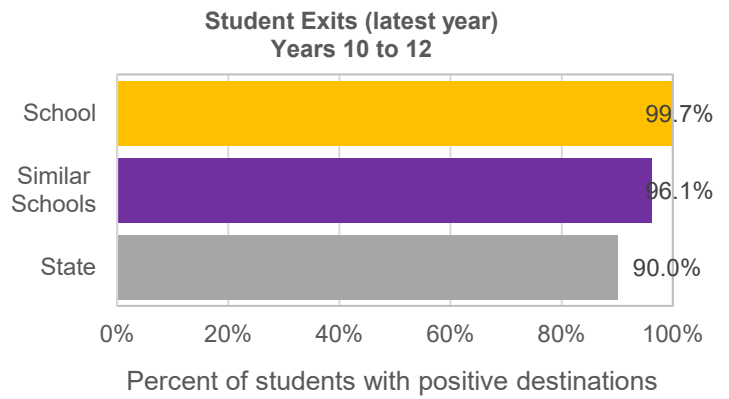
Students exiting to further studies or full-time employment

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:	99.7%	99.0%
Similar Schools average:	96.1%	95.9%
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	\$19,903,728
Government Provided DET Grants	\$2,392,636
Government Grants Commonwealth	\$10,731
Government Grants State	\$20,000
Revenue Other	(\$337,307)
Locally Raised Funds	\$1,881,313
Capital Grants	\$0
Total Operating Revenue	\$23,871,101

Equity ¹	Actual
Equity (Social Disadvantage)	\$100,034
Equity (Catch Up)	\$34,751
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$134,785

Expenditure	Actual
Student Resource Package ²	\$19,740,226
Adjustments	\$0
Books & Publications	\$34,973
Camps/Excursions/Activities	\$508,929
Communication Costs	\$73,821
Consumables	\$387,191
Miscellaneous Expense ³	\$625,010
Professional Development	\$57,674
Equipment/Maintenance/Hire	\$532,103
Property Services	\$1,066,822
Salaries & Allowances ⁴	\$859,384
Support Services	\$418,339
Trading & Fundraising	\$20,600
Motor Vehicle Expenses	\$18,788
Travel & Subsistence	\$145
Utilities	\$184,193
Total Operating Expenditure	\$24,528,197
Net Operating Surplus/-Deficit	(\$657,096)
Asset Acquisitions	\$163,301

- (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 25 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	\$1,614,737
Official Account	\$165,862
Other Accounts	\$197,963
Total Funds Available	\$1,978,562

Financial Commitments	Actual
Operating Reserve	\$661,998
Other Recurrent Expenditure	(\$187)
Provision Accounts	\$22,758
Funds Received in Advance	\$203,236
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$59,723
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$380,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$480,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,807,528

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.