

# 2016 Annual Report to the School Community



School Name: Glen Eira College

School Number: 8704



Name of School Principal:

Sheereen Kindler

Name of School Council President:

Ruth Gordon

Date of Endorsement:

27<sup>th</sup> March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Glen Eira College is a dynamic, co-educational school committed to the values of respect, excellence and tolerance. The college offers a traditional, academic approach with firm discipline in a supportive environment as well as a rich and varied extra-curricular program. While most of our students come from the local area, we also attract students from far afield to our innovative French programs and our Hebrew and Japanese programs. Our exceptionally strong English as an Additional language (EAL) program and International Student Program reflect our international focus.

Enrolments have increased significantly over recent years from 407 in 2010 to 689 students in 2016 including approximately 50 students in the English Language Centre (numbers in the English Language Centre can fluctuate considerably each term). Student numbers have continued to build during the period of the current School Strategic Plan.

Increased enrolments have allowed for greater flexibility both in staffing and in curriculum while still maintaining a community feel and sense of belonging. The college has been steadily increasing the range of programs offered at VCE. The college has 52 teachers, 2 Principal class and 21 Education Support staff. The Language Centre has between 6 and 9 teachers and 3 Education Support staff. The college's leadership team, with the support of our college council and parents, will continue to strive for excellence throughout the school.

### Framework for Improving Student Outcomes (FISO)

Our improvement initiatives for 2016 and the progress made towards these are:

**1. Curriculum planning and assessment - Develop and consolidate a common and consistent approach to differentiated teaching across all KLAs**

An agreed and documented curriculum in line with the Victorian Curriculum and the VCE study designs were created and audited. These were supplemented by a range of Learning Area resources made available to all staff through our electronic learning platform. All students receive planning documents for each unit in each subject clearly articulating the requirements for satisfactory completion. All reported assessment tasks have rubrics linked to learning progressions. The Google Education Suite was implemented across the whole school curriculum. Learning and Assessment Tasks have been designed to meet the needs of students operating above the expected level. Staff meet regularly to complete moderation of assessment tasks. Staff analyse class data in Maths and English utilising On Demand testing and NAPLAN results.

**2. Building leadership teams - Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing**

A highly effective coaching program was implemented to support teaching practice in the use of eLearning tools, student learning and in the teaching of writing. All goals of the Literacy Action Plan were met. On Demand testing results, Individual Learning Plans, NAPLAN and Australian Curriculum levels are recorded on Xuno and accessed regularly by staff to inform teaching practice. We reviewed the Glen Eira 5. This included students completing activities to ensure an understanding of our values in practice. We achieved improved consistency in the implementation of our classroom management framework – *Behaviour for Learning*. In order to further support teachers in maximizing their time in class and to enable them to focus on teaching and learning, we reviewed the role descriptions of our Education Support staff and created a workforce plan to implement in 2017 aimed at increasing the number of Education Support staff.

### Achievement

The college provides a commendable breadth of curriculum. At Years 7-9, students study the full range of domains from the Australian Essential Learning Standards (AusVELS). Hebrew, Japanese or French as a Language may be chosen and English as An Additional Language (EAL) is offered. The French Immersion program sees Year 7, 8 and 9 students studying French language and also History / Geography in French. This will include Drama in 2017. The Year 9 curriculum is enhanced by the 'Making Connections' program. At Year 10, the curriculum is semesterised, with a core of English and Mathematics and a range of subjects from which students choose their program.

Glen Eira College staff are committed to implementing high challenge strategies for all students. There is active participation in ongoing professional learning and the application of this learning to their work in the classroom. NAPLAN data indicates we are above the state in high learning growth in reading, writing and spelling and significantly above in numeracy.

There was 100% pass rate at Year 12 with a mean study score of 29.

All meetings have a teaching and learning focus and professional learning activities encourage collaboration on teaching practice. The triad collegiate visits program has enhanced sharing of teacher practice. There is an AIM High club for Year 12 students and an expansion of students in University Enhancement studies. The college has a targeted counselling program for subject selection including use of Careers Fast Track and an on-going study skills and time management program including the use of Educate Elevate and consultant, Darren Periera. The Program for Students with a Disability has shown student progress to be at or above expected in relation to their individual goals.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## Engagement

Glen Eira College offers an extensive range of extra-curricular programs including our instrumental music program. There is a whole school focus (including the English Language Centre) on celebrations each term that includes Cultural Diversity and Harmony Week, Francophonie Week, Education Week, Mental Wellbeing Week and Reconciliation Week. There is a wide array of lunchtime and after school clubs that cater to student interest including debating, chess, robotics and reading club.

The college has increased use of ICT as a learning tool and hence engagement of students through the introduction of Chromebook program at Year 9 and 10 level, which will expand to Year 8 and 11 in 2017. The school curriculum is tailored to meet the needs of the local community – e.g. introduction of Japanese. Our Students Attitudes to Schools Survey data indicates strength in classroom behavior and student safety. The success of these strategies is evident in our improved retention data.

## Wellbeing

The staff survey indicates the high energy and good will of staff. Particular attention is given to supporting students with additional needs and it is expected all staff have Individual Learning Plans for relevant students. This was extended to high achieving students in 2016. The college has a significant number of new students each term. We have a well-planned and effective transition program for students entering Year 7 and joining the college throughout the year. There are a range of pro-active programs that monitor and promote the health and wellbeing of students. At senior school there is a focus on mental health e.g. lifestyle checks to manage the demands of senior school, and for junior school a focus on respectful relationships and values. The eSmart program has been implemented to address cyberbullying and appropriate use of technology in the college. Staff offer an ever-increasing number of extra-curricular activities at lunchtime, before and after school and on weekends.

For more detailed information regarding our school please visit our website at  
<http://gec.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 689 students were enrolled at this school in 2016, 306 female and 383 male. There were 34% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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>	<ul style="list-style-type: none"> <li><span style="color: green; font-size: 20px; margin-right: 10px;">●</span> Similar</li> <li><span style="color: lightblue; font-size: 20px; margin-right: 10px;">●</span> Lower</li> <li><span style="color: blue; font-size: 20px; margin-right: 10px;">●</span> Higher</li> <li><span style="color: green; font-size: 20px; margin-right: 10px;">●</span> Similar</li> </ul>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>55%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>60%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	50%	27%	Numeracy	17%	51%	32%	Writing	13%	55%	32%	Spelling	23%	46%	32%	Grammar and Punctuation	17%	60%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>																									
<p>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>          Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>16%</b>          VET units of competence satisfactorily completed in 2016: <b>100%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>0%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	91 %	89 %	91 %	92 %	94 %	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	91 %	89 %	91 %	92 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p>0 100</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>0 100</p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: blue; font-size: 24px;">●</span> Higher</p>												
<p><b>Students exiting to further studies and full-time employment</b></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.</p>	<p><b>Results: 2016</b></p> <p>0 100</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>0 100</p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>												



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

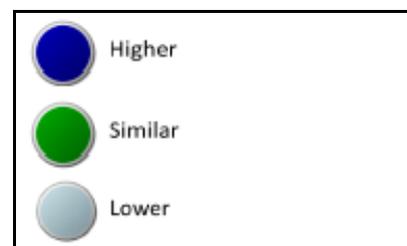
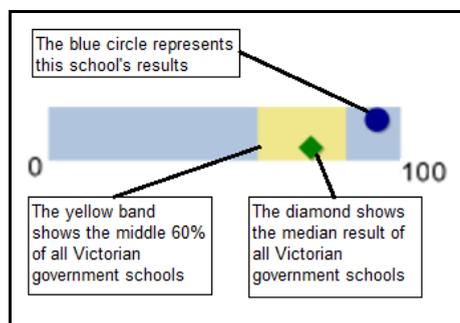
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

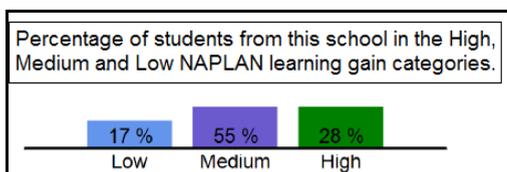
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performance.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Glen Eira College maintains a sound financial position. We have set aside money to cover the staffing deficit. The College has again increased the number of education support staff to better support the increased number of students and teachers. We have commenced the major capital works project and have identified funds to support this development.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,328,170	High Yield Investment Account	\$352,931
Government Provided DET Grants	\$1,027,549	Official Account	\$148,789
Government Grants Commonwealth	\$921	Other Accounts	\$1,001,172
Government Grants State	\$26,797	<b>Total Funds Available</b>	<b>\$1,502,893</b>
Revenue Other	\$47,332		
Locally Raised Funds	\$791,204		
<b>Total Operating Revenue</b>	<b>\$8,221,974</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$6,378,077	Operating Reserve	\$201,391
Books & Publications	\$42,797	Asset/Equipment Replacement < 12 months	\$65,625
Communication Costs	\$24,237	Capital - Buildings/Grounds incl SMS<12 months	\$447,500
Consumables	\$186,566	Maintenance - Buildings/Grounds incl SMS<12 months	\$107,832
Miscellaneous Expense	\$440,363	Revenue Received in Advance	\$480,684
Professional Development	\$30,415	Repayable to DET	\$49,861
Property and Equipment Services	\$299,211	Capital - Buildings/Grounds incl SMS>12 months	\$50,000
Salaries & Allowances	\$195,963	Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Trading & Fundraising	\$20,079	<b>Total Financial Commitments</b>	<b>\$1,502,893</b>
Travel & Subsistence	\$6,023		
Utilities	\$66,229		
<b>Total Operating Expenditure</b>	<b>\$7,689,959</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$532,015</b>		
<b>Asset Acquisitions</b>	<b>\$105,005</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*