

2018 Annual Report to The School Community



School Name: Glen Eira College (8704)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 15 March 2019 at 04:12 PM by Sheereen Kindler
(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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 09:38 AM by Ruth Gordon
(School Council President)

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. Most of our students come from the local area, and we also attract students to our innovative French, Japanese and Hebrew programs from outside the local area. 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 800 students (in the College) in 2018 including approximately 50 students in the English Language Centre (where numbers can fluctuate considerably each term). Student numbers have continued to build during the period of the 2015 - 2018 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. In 2018, the college had 59 teachers, 3 Principal class and 29 Education Support staff. The English 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, continues to strive for excellence throughout the school.

Framework for Improving Student Outcomes (FISO)

Our improvement initiatives for 2018 and the progress made towards these are:

1. Building practice excellence:

- Develop teacher capacity with particular emphasis on differentiated learning and the ability to assess student performance accurately, including effective feedback. Writing and reading were our two focus areas.
 - Writing checklists implemented in a range of KLAs
 - The six traits of writing in a range of subjects in Year 7 and 8 implemented
 - Assessment tasks scaffolded to support EAL students
 - Assessment tools such as rubrics implemented
 - Leading Teacher in Literacy Improvement employed
 - Literacy coach employed
 - Facilitated PD and sharing opportunities to improve capacity to teach writing, including specific writing and vocabulary skills in their specific learning domain
 - Used and shared high challenge strategies
 - Incorporated focused and differentiated feedback to support the progress and achievement of students.
 - On Demand results of students reviewed to inform their practice and scaffold student learning
 - Implemented the HITS (High Impact Teaching Strategies) continuum
 - All teachers have a strong focus on analysis of student data including VCE adjusted data
 - Individual Learning Plans are in place for all Program for Students with Disabilities (PSD) and at risk students, and for some highly able students
 - All staff are involved in Professional Learning Teams (PLTs) with a focus on student learning outcomes

2. Empowering students and building school pride:

- Maintaining a culture of belonging, success, academic achievement and high expectations while maintaining a positive learning environment
 - Worked with students 7-10 in assemblies twice during the year on elements of the GEC 5
 - Developed a master plan for landscaping all areas of the college and a timeline for implementation for learning process communicated to staff and students
 - Team assemblies implemented to acknowledge achievements and positive behaviours
 - Team meetings had areas of focus each day to engage students and promote student voice
 - Developed an action plan for the improvement of student voice in the college including leadership opportunity

-Support teachers in the implementation of strategies to improve empathy

Achievement

The College provides a breadth of curriculum opportunities. At Years 7-9, students study the full range of areas from The Victorian Curriculum. Hebrew, Japanese or French Language may be chosen and English as An Additional Language (EAL) is offered. Students in the French Immersion program study French, History/Geography and Drama in French. Japanese Immersion (Science) was introduced in 2018. The Year 9 curriculum is enhanced by the 'Making Connections' program linking academic work with life skills. At Year 10, the curriculum is semesterised allowing for students to select from a range of subjects, including access to VCE subjects.

Learning gain in NAPLAN continues to be above the state in all areas. In 2018 there was a further percentage increase in high learning gain Year 7-9. There was 100% pass rate at Year 12 with a mean study score of 29.68, rising annually. 15% of students achieved ATAR scores above 90, 28% of students achieved ATAR scores above 80. Our school dux achieved an ATAR of 99.25. 84% of students received 1st round University offers. Our staff continued to implement reading and writing strategies for all students. Staff actively participated in professional learning including in a range of Professional Learning Teams that focused on improving student outcomes and applying this learning in the classroom. All meetings have a teaching and learning focus and professional learning activities encourage collaboration on teaching practice. The peer observation program and weekly snapshot professional development sessions has enhanced sharing of teacher practice.

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. A wide array of lunchtime and after school clubs cater to student interests including debating, chess, robotics and reading club.

The College has increased the use of the Google Education Suite as a learning tool and hence engagement of students through the Chromebook program at Years 8 - 10 and a notebook program in Year 11 and 12. The school curriculum is tailored to meet the needs of the local community e.g. introduction of Japanese Immersion. Our Students Attitudes to Schools Survey data is employed by Year Level Coordinators to implement strategies to improve engagement of student cohorts. The success of these strategies is evident in our improved retention data.

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 (PSD) shows student progress to be at or above expected levels in relation to their individual goal

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 that all staff have Individual Learning Plans for relevant students. 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 or joining the College throughout the year. Student attendance is monitored closely. Students with attendance of less than 95% are followed up at least monthly with a range of support actions available to put in place. There are a variety 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 those years, and junior school is focussed on respectful relationships and values. The College has a proactive approach to ensure respectful interactions between all members of the community. This included holding student focus groups to gather information. Staff offer an ever-increasing number of extra-curricular activities at lunchtime, before and after school, and on weekends.

Financial performance and position

Glen Eira College maintains a sound financial position. 2018 was the College's first year to have a staffing surplus. This is due to increased enrolments, class sizes at or near 25 students in Years 7 - 10 and the effective planning of staff allotments. The College has again increased the number of education support staff to better support the increased number of students and teachers. We utilised our equity funding to provide support in literacy. We completed our major capital works project at the end of term 1 2018 (\$10.1 million). We have used set aside funds to put the finishing touches on the project including carpets, joinery and landscaping and pin-boards

For more detailed information regarding our school please visit our website at
<https://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 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 839 students were enrolled at this school in 2018, 372 female and 467 male.

31 percent of students had English as an additional language and 1 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)	65.4	72.4	64.8	78.4

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	54.9	51.5	41.4	61.2

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.8	79.1	64.9	89.9	Similar
Mathematics	91.9	69.4	49.3	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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	73.3	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	78.4	50.8	37.5	66.7	
Year 9	Reading (latest year)	61.5	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	69.4	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	66.5	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	73.8	51.4	38.1	66.0	
Year 9	Reading (4 year average)	54.6	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	64.1	41.8	30.1	59.1	Higher

NAPLAN Learning Gain

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

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

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

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

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	12.6	48.9	38.5
Year 5 to 7	Numeracy	22.1	49.6	28.2
Year 5 to 7	Writing	13.5	54.9	31.6
Year 5 to 7	Spelling	24.1	49.6	26.3
Year 5 to 7	Grammar and Punctuation	16.5	54.9	28.6
Year 7 to 9	Reading	13.7	50.0	36.3
Year 7 to 9	Numeracy	17.0	43.0	40.0
Year 7 to 9	Writing	21.4	48.0	30.6
Year 7 to 9	Spelling	21.0	42.0	37.0
Year 7 to 9	Grammar and Punctuation	22.0	51.0	27.0

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)	29.7	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	29.1	27.4	25.3	29.6	Lower

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

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **22 percent.**

VET units of competence satisfactorily completed in 2018: **95 percent.**

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

ENGAGEMENT

Average Number of Student Absence Days

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

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.4	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	18.0	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	88	90	90	94	96

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	65.4	75.0	66.7	81.7	Similar
Retention (4 year average)	63.7	75.0	66.2	80.4	Higher

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	100.0	91.7	83.1	99.3	Similar
Student Exits (4 year average)	100.0	91.6	83.5	97.7	Similar

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

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	48.5	53.1	43.3	63.2	Lower
Percent endorsement (2 year average)	46.0	52.9	44.5	61.9	Lower

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	52.2	56.7	47.0	68.0	Lower
Percent endorsement (2 year average)	51.6	56.0	47.5	66.4	Lower

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,381,260
Government Provided DET Grants	\$1,320,719
Government Grants Commonwealth	\$3,546
Government Grants State	\$20,129
Revenue Other	\$41,912
Locally Raised Funds	\$818,393
Total Operating Revenue	\$10,585,959

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,640
Equity (Catch Up)	\$0
Transition Funding	\$29,537
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,177

Expenditure	Actual
Student Resource Package ²	\$7,995,659
Adjustments	\$0
Books & Publications	\$69,653
Communication Costs	\$21,410
Consumables	\$292,227
Miscellaneous Expense ³	\$455,858
Professional Development	\$34,516
Property and Equipment Services	\$494,253
Salaries & Allowances ⁴	\$323,007
Trading & Fundraising	\$16,859
Travel & Subsistence	\$11,612
Utilities	\$89,443
Total Operating Expenditure	\$9,804,498
Net Operating Surplus/-Deficit	\$781,461
Asset Acquisitions	\$508,422

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$496,712
Official Account	\$16,771
Other Accounts	\$1,287,427
Total Funds Available	\$1,800,910

Financial Commitments	Actual
Operating Reserve	\$290,043
Other Recurrent Expenditure	\$29,453
Provision Accounts	\$0
Funds Received in Advance	\$461,848
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$350,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$319,567
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,800,910

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

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

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

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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