

2016 Annual Report to the School Community



School Name: Grovedale College

School Number: 7183

Name of School Principal:	Janet Matthews _____
Name of School Council President:	Brenda Nicholas _____
Date of Endorsement:	15/3/17 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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

Grovedale College is a medium sized College with an enrolment of 882 students. We have 67.12 equivalent full time staff, 3 Principal Class and 22.12 EFT Education Support Staff. We are located in an area serving the southern suburbs of Geelong, together with the rural and Surf Coast communities to the south, east and west with an increased intake from the newly developed Armstrong Creek area.

Extensive educational resources and facilities enable Grovedale College to provide an academic focus together with many Arts, Science, Sport and Technology opportunities. The College grounds encourage engagement in many and varied learning spaces beyond the classroom with many programs offered to students connecting with the wider community. VCE, VCAL and VET courses provide many new opportunities for University and TAFE studies and exciting pathways for all students into the future. Student pathways continue to be a priority of the College with course counseling and programs designed to support students in making positive future pathway choices.

Excellence, achievement and improvement are central to all College programs with a focus on high expectations. Ongoing curriculum reform and refinement has resulted in a series of initiatives based around Models of Instruction and assessment of curriculum, higher order thinking and innovative use of open and collaborative learning spaces. A tablet program operates at Year 7-9 and a Notebook/Netbook program from Year 10 through to Year 12. Students are encouraged to be thinking users of technology, allowing it to be a tool and resource for learning.

Our focus remains “Results, Results” with an emphasis on Numeracy and Reading and Writing in every classroom across every Key Learning Area. VCE results continue to be a major focus with defined strategies for improvement implemented.

Undertaking our Peer Review process allowed us to reflect on growth at the College and celebrate the many successes from the precious Strategic Plan. It allowed us to develop further strategies for improving student outcomes and College processes to ensure that all students and staff can achieve their full potential. A new Strategic Plan was compiled and will take effect in 2017. VRQA compliance of College policies was granted through this process.

In 2016 we started the planning for a \$7.352 million upgrade and refurbishment of College facilities

Framework for Improving Student Outcomes (FISO)

The implementation of the Framework for Improving Student Outcomes at Grovedale College for 2016 has focused on Excellence in Teaching and Learning with Building Practice Excellence and Curriculum Planning and Assessment as targeted areas. Goals set for Building Practice Excellence focused on continuing to develop a model of Teaching and Learning best practice based on the work of our 2015 action research project. Providing targeted Literacy and Numeracy improvements across all KLA's was evidenced by NAPLAN (Vocab and Paragraphing) data and Number data whilst establishing a collective accountability for the improvement of student outcomes across the College. Our focus on Curriculum Planning and Assessment saw us investigating a model of Assessment and Reporting best practice based on the work of the Assessment Project. Improvement in whole school curriculum planning ensured alignment to the Victorian Curriculum Framework F-10 was undertaken. Staff collaborated to develop a systematic approach to the improvement of feedback and student outcomes. Much of this work was undertaken through a focus on an improvement in Literacy and Numeracy 7-12 and a specific VCE target of improving the College median GAT score. An assessment audit alongside moderation of results across the College developed a targeted focus of collaboration and best practice.

Achievement

At Grovedale College for 2016 the Year 7 NAPLAN Reading results were above the state median, likewise, Numeracy results were above the state median.

Year 9 NAPLAN Reading results show a reduction in improvement in Reading with this result for 2016 slightly below the state. Numeracy results are also below the state level.

Cohort matched data showed relative growth in writing 7-9 at medium and high levels increased by 14%.

The Grovedale College mean study score for all VCE subjects in 2016 was lower than 2015 results, sitting below the state score. The four-year trend indicates that the VCE students show similar results to the State. In 2016, 99% of students satisfactorily completed their VCE studies and 95% of VCAL students were awarded this certificate.

Teacher assessment 7-10 against the AusVELS indicates results in English continue to sit similar the state median, with the results in Mathematics higher than the state median.

Staff were supported in modifying student work to cater for individual needs of students. PSD students have demonstrated a broad range of progress from slight to excellent. Pathways for these students continue to be facilitated



through Student Support Group conversations with parents and students.

The College continued to work in close partnership with Deakin University and STEM industry to engage students in Year 8 in a number of STEM activities. The inclusion of ‘STEM days’ in the End of Year Program for years 7-9 students was a highlight of the dedication and passion and the total engagement of our students and staff in this initiative. We look forward to continuing our STEM journey as we look to lead this work within the region.

In 2017 Grovedale College will continue to focus on Numeracy and Literacy with an emphasis on improving vocabulary and problem solving skills for all students. We will continue our work with Assessment and Models of Instruction as we focus on growth for all students across the College.

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

Maintaining a high level of student engagement and connectedness and further reducing student absences continues to be a College priority. Sub schools, Home group teachers and Administrative staff maintain regular contact with families to ensure all students are supported to attend school on a regular basis.

The continued use of Compass has allowed for increased parent interaction and student connectedness to the College. Excursions and College events are publicized along with student feedback to parents about progress and participation. Absences are also followed up through this online system. The school attendance result is higher than the State result, with the 4 year trend also reflecting this higher rate of attendance.

The Student Attitudes to School Survey indicates Grovedale College was at the state median in student engagement, connectedness and enjoyment of school. The 4-year average also remains at the state median.

The continuation of the Hands on Learning Program and GITTC opportunity improved the engagement of targeted students throughout the College with regards to pathways, classroom application and connectedness to the wider College program.

Student 7-10 retention data indicated the College sits slightly below the state median, however it is acknowledged that meaningful pathways are facilitated for all students exiting the College. Percentages of students undertaking full time work or further studies place the College at the state median for the 4-year period. Attendance data indicates a higher than like schools comparison in this area.

Staff opinion survey results are consistently strong with the staff endorsement of School Climate above the State score.

Wellbeing

With the support of a team of a Welfare Officer, Chaplain, School Nurse, and focused Home Group program the College will continue to actively support all students.

Student absences are monitored closely and Home Group teachers and Sub School Leaders are in regular contact with those at risk. The continued use of Compass has allowed for greater parent contact and feedback around absence.

Through a targeted Focus group program, Starting Right program and a HAPE curriculum focus health and wellbeing continues to be a priority. Students are presented with education about cyber safety through many different forums and the College continues to support students and families to address these areas.

The College fully supports the mandated Child Safe requirements as mandated by DET.

Orientation and Transition programs offered to Primary schools continue to build positive relationships with the College allowing students to connect further though College visits as they progress through their education.

Peer Leaders work with younger students to build relationships and provide support to Year 7 students. Peer Leader attendance at home groups and on camps encourages the development of positive peer relationships.

Leadership opportunities continue to develop capacity in staff and students at all levels throughout the College. Student attendance at College events and community forums has been consistently high over 2016.

The dedicated welfare team focuses on developing students with resilience and a connectedness to the College community. Utilizing community services, students are supported and counseled where necessary.

Student safety continues to be a focus for the College as we support all students to feel connected, valued and safe in



our College community.

For more detailed information regarding our school please visit our website at
www.grovedale.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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 882 students were enrolled at this school in 2016, 341 female and 541 male. There were 2% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>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>School Staff Survey</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</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>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> 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>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	23%	Numeracy	25%	49%	25%	Writing	23%	50%	27%	Spelling	27%	53%	19%	Grammar and Punctuation	24%	57%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 99% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 25% VET units of competence satisfactorily completed in 2016: 86% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 95%</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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> 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>92 %</td> <td>91 %</td> <td>89 %</td> <td>89 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	89 %	89 %	93 %	93 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	89 %	89 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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> Similar</p>

How to read the Performance Summary

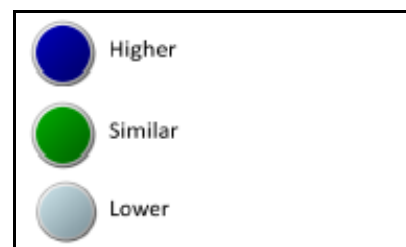
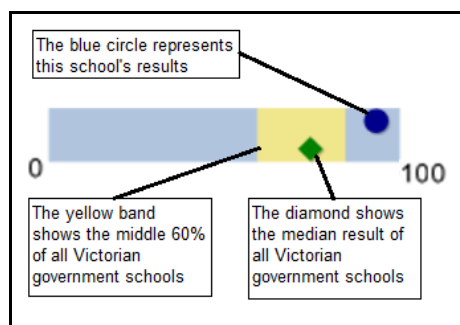
What are student outcomes?

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.

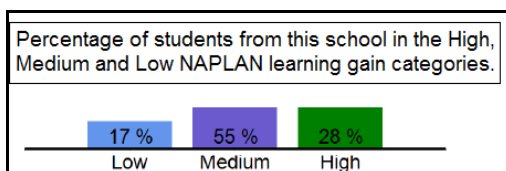
You can see these results for the latest year, as well as the average of the last four years (where available).

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/performreports.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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$7,687,013
Government Provided DET Grants	\$1,124,870
Government Grants Commonwealth	\$36,059
Government Grants State	\$16,798
Revenue Other	\$93,274
Locally Raised Funds	\$892,613
Total Operating Revenue	\$9,850,626

Expenditure	
Student Resource Package	\$7,600,627
Books & Publications	\$4,488
Communication Costs	\$21,872
Consumables	\$306,044
Miscellaneous Expense	\$860,340
Professional Development	\$32,128
Property and Equipment Services	\$484,227
Salaries & Allowances	\$167,629
Trading & Fundraising	\$226,187
Travel & Subsistence	\$5,625
Utilities	\$84,782

Total Operating Expenditure **\$9,793,948**

Net Operating Surplus/-Deficit **\$56,678**

Asset Acquisitions **\$7,805**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$105,258
Official Account	\$70,509
Other Accounts	\$1,981,368
Total Funds Available	\$2,157,135

Financial Commitments	
Operating Reserve	\$359,904
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds incl SMS<12 months	\$57,926
Maintenance - Buildings/Grounds incl SMS<12 months	\$107,339
Revenue Received in Advance	\$190,738
School Based Programs	\$23,811
Repayable to DET	\$1,006,685
Other recurrent expenditure	\$40,120
Asset/Equipment Replacement > 12 months	\$121,843
Capital - Buildings/Grounds incl SMS>12 months	\$203,769
Total Financial Commitments	\$2,157,135

The annual result was a surplus due to carefully monitored budget expenditure. All school monies remain in the highest interest bearing investments possible to maximize interest. Funds were carried forward from 2016 for asset/furniture/equipment replacement, provision for the purchase of new computers, staffing reserve, building reserve and maintenance for 2017 as well as planning for future years. During the 2016 year we received the following grants which were additional to our School Resource Package funding; Vic curriculum F-10 regional forum and curriculum planning \$3852. Hands On Learning Australia \$15 000 for 2017 program – this is the last year that we will receive this funding.

STEM Program \$8 660

Breakfast Program \$1200 donation from Waurn Ponds Community Church. We also received a donation from Uniting Care for \$3000 to support financially disadvantaged families.

Once again, this year a group of enthusiastic students participated in the Great Victorian Bike Ride and 12 students attended a Study Tour of Italy in the January school holidays.



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.