

2020 Annual Report to The School Community



School Name: Glenroy Secondary College (8893)



- 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 2020 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 21 March 2021 at 12:28 PM by Anne-Maree Crivelli (Principal)

The 2020 Annual Report to the school community:

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

Attested on 29 April 2021 at 10:16 AM by Bridget Kille (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Glenroy College is located in the suburb of Glenroy just 13 kms from the Melbourne CBD. The College largely draws its 450 students (2020) from the local areas of Glenroy, Hadfield, Fawkner, Pascoe Vale, Broadmeadows and Campbellfield and also international students. The College has a diverse student and family composition, with many families speaking languages other than English at home, from refugee and asylum seeker backgrounds and others who have chosen to make Glenroy their home together with families from generations who have lived in and around Glenroy. Student enrolments have been steadily increasing over the past few years and are expected to continue to grow following the substantial admin and learning facilities rebuild during 2020. Extensive landscape and building works in the grounds of the College are planned over 2021-22 to further develop the playing, passive and outside learning areas.

The College Values are: Respect, Integrity, Achievement and Team Work and these underpin all of our student management processes and our student leadership. These values also underpin the College motto of 'Aspiring Together' as we work together to support all of our students reach their educational potential to allow them to follow their career and life pathways and be respectful and caring members of the wider community.

The College has approximately 83 staff, comprised of a Principal, 3 Assistant Principals, 3 Learning Specialists, 2 Leading Teachers, 7 Learning Tutors, 4 MYLNS coaches, Careers Advisor, 45 classroom teachers, 7 Inclusion Support, IT, First Aid and admin staff.

Framework for Improving Student Outcomes (FISO)

Glenroy College worked to deliver the KIS for the 2020 year to deepen teacher knowledge and practice through the continuation of Professional Learning Communities (PLCs) and to use data sets for evidence of learning and differentiation. However, during the Remote and Flexible Learning periods in 2020, many adaptations were implemented to compensate for the changed circumstances. Teachers remained in small professional groups throughout the year with a focus on consistency of practice across classes, teachers participated in peer's online classes for their own professional development and data was used when available, to moderate and improve strategies being used to continually improve student progress.

In 2021, the College has re-focussed efforts into PLCs and prioritised this work above all, to capitalise on the work in 2020 and to build teacher's understanding of, and ability to differentiate for students, to meet their Zone of Proximal Development (ZPD) given the identified issues with slower than expected progress across the board in 2020 of all students.

Achievement

Glenroy College continued to deliver on providing a differentiated approach to student learning. This was particularly relevant during the Remote Learning periods of 2020 where students were able to complete their classwork at their own pace, receive written feedback in a timely manner and were also able to complete extension work when requested. High Ability students were supported through the provision of extension activities developed within the DET program; students interested in performance-based learning engaged in a special activity co-ordinated with Western Edge and other students participated in a digitech program co-ordinated through ABCN. Our student leaders were supported to continue to engage with other students through online meetings and the sharing of information. PSD students continued to be supported individually in their online classes and outside of these to assist students to complete classwork to the best of their ability. Tutors were also made available and supported students, including PSD students, throughout the year in both remote and on-site instruction.

Engagement

During 2020, Glenroy College experienced strong student engagement, especially during the protracted second lockdown during Term 2 and 3. Some students who had previously been school refusers and had disengaged from

classroom learning, joined the Remote Learning and achieved well. Other students did not engage effectively, despite the College making daily wellbeing phone calls and check ins. The College supported on-site learning for all 'at risk' and vulnerable students, including those who had not engaged online. However, many of these students did not attend the site either and, in Term 4, 2020 continuing into 2021 were allocated a Tutor to support catch-up learning. To further engage students, online year level meetings were scheduled to share information and to celebrate student success. Regular bulk messages were sent from the Principal and from Student Managers as well as student leaders. When students returned on site, personal achievements were celebrated with 'Shout out walls' where students were named and recognised for their positive work ethic and success; parent phone calls were made as were messages of positive acknowledgements.

Wellbeing

Throughout 2020, student wellbeing was a stated and shared priority. To support this, during the first lockdown in Term 1 and into Term 2, staff were allocated specific students to call each morning to check in, remind about joining the classes for the day and also to provide support for any technical or wellbeing issues that were raised in the calls. Staff in the Wellbeing team then made follow-up calls to all identified students to ensure their safety and wellbeing. Counselling sessions were held using virtual platforms and students received home visits if needed, to deliver food, technology and other supplies. To facilitate Remote Learning, all students were supported to ensure they had appropriate technology to engage with the online learning, Donated computers from ABCN were handed to students to use, College laptops were distributed and internet access was facilitated through both DET and ABCN. Year 12 students received a hand delivered 'care pack' with an assortment of fun and useful items, all with a letter from the principal, staff and community of the College wishing them well in their studies. When Year 11 and 12 students returned to site, a pizza lunch was organised as a welcome back gift. Year 7 students all received a 'care pack' when they returned to site to make them feel more welcome after their disrupted start to secondary school. In 2021, we welcomed the appointment of a Mental Health Practitioner, Psychologist, to staff. The MHP is provided through funding from DET and the College has added funds to support an increase in support for students in this area of identified need.

Financial performance and position

Glenroy College has continued to have a strong financial performance. This is due, in part, to strong financial controls and an increasing commitment from our families to pay for what is required for our students to achieve to their optimum. During 2020, the College facilitated with VSBA, Grove builders and Sensum Project Managers, a significant rebuild of admin, junior and senior and Library facilities. During this rebuild, subsequent demolitions and the multiple lockdowns, maintenance was kept to the minimum and only areas that were deemed necessary were completed. Once the builders left in February 2021 and the safety fences were removed, planned external improvements have been approved for quoting and installation, including perimeter fencing, secure car park access, landscaping with furniture, shade trees, replacement of damaged and worn paths and solid ground areas plus additional covered areas and walkways. DET have approved the installation of solar panels for the College use, with the College repaying the outlay costs over 5 years. The Facilities and Grounds Sub-committee are involved in the planning and approval processes for these decisions and students are also being consulted, especially with the external areas and their developments. The College has purchased new student furniture for the Senior Building, is in the process of purchasing furniture to fit out the new Library and will systematically replace all the old and worn furniture in other areas. In process is also the re-development of the oval which will be a significant commitment of funds and efforts. The College has experienced a positive trend of increasing numbers of families paying the Essential Items charge each year which decreases the pressure on the College to cover these costs from the operating budgets and allows the College to allocate funds to continually improve the facilities and resources for the students to benefit from. The College endorses the DET expectation that instruction is free in all State schools but that there are other costs for items that students receive to take home, use or consume that attract a charge and these are listed in the Essential Items charge document. Equity funds are generally used to employ additional support staff, including Tutors to complement the DET-provided Learning Tutors; employ Family Liaison Officers to support students and families to engage effectively with learning; and to employ additional classroom support staff to assist students with additional learning needs. Equity funds are

also used, when needed, to provide students with essential learning tools to assist with effective learning. EAL funding is used to provide specific EAL classes with qualified teachers and support staff along with learning tools and equipment.

The College has received an Intercultural Understanding grant to identify ways we can better engage with our parents and to find ways to further integrate our diverse community through a range of events and activities aimed to increase cultural understanding.

The College has also received a grant through Western Edge Arts that provides local performing artists to work with our Year 9 students in developing their written works into a performance piece designed to be showcased later this year.

For more detailed information regarding our school please visit our website at
<https://glenroycollege.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.

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 448 students were enrolled at this school in 2020, 147 female and 301 male.

49 percent of students had English as an additional language and 2 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.

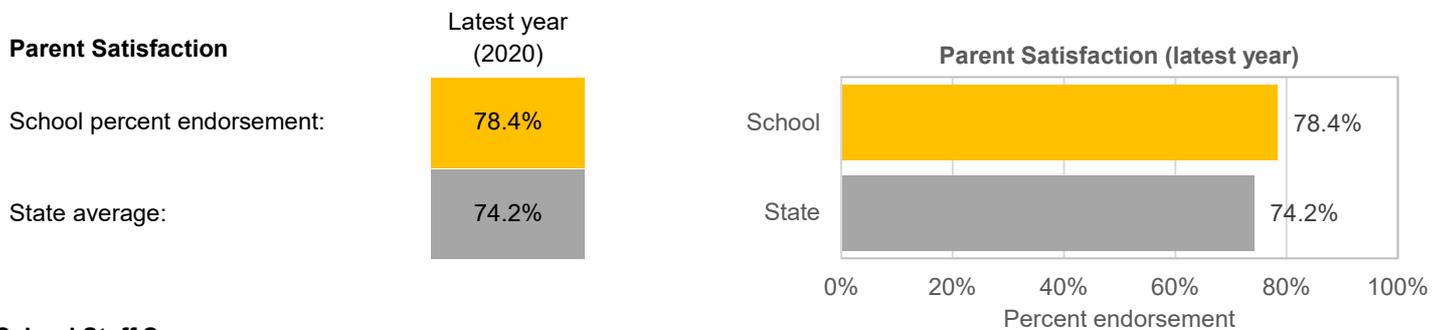
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

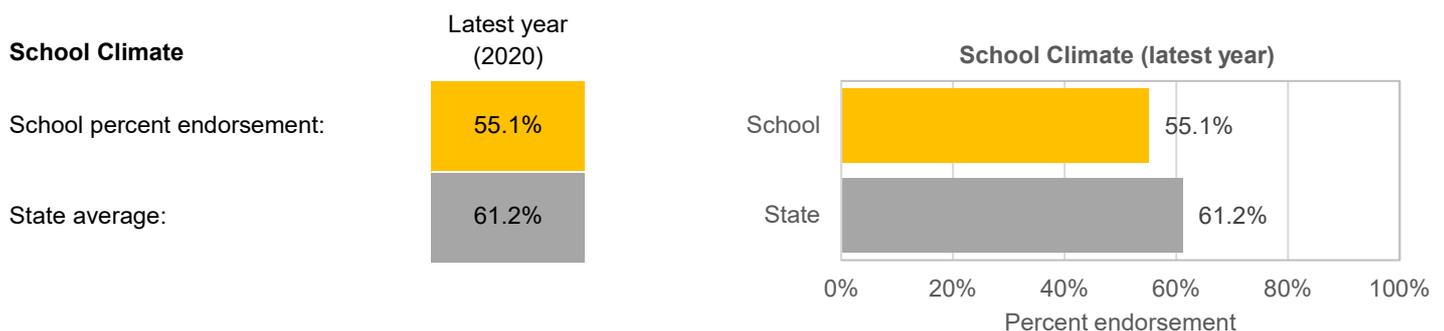


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

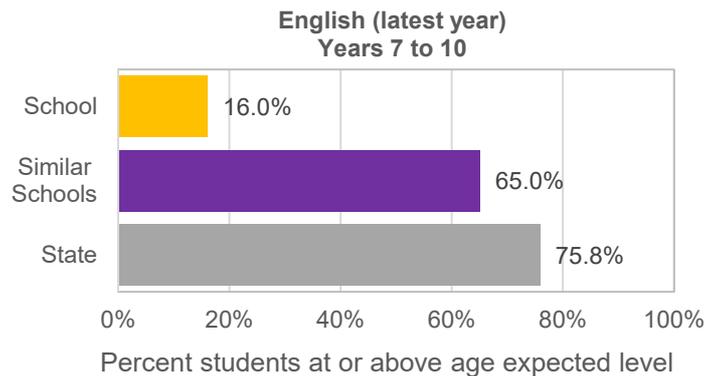
16.0%

Similar Schools average:

65.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

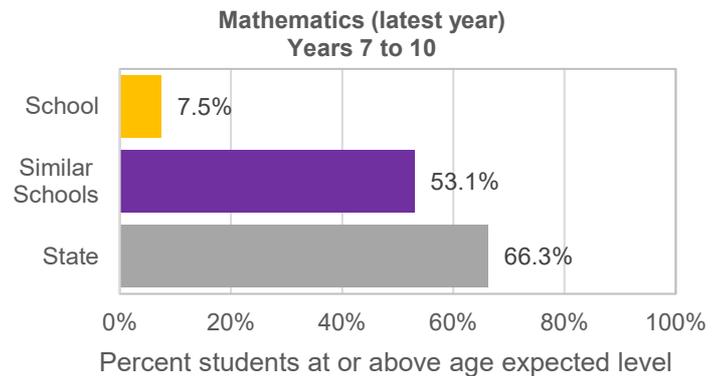
7.5%

Similar Schools average:

53.1%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

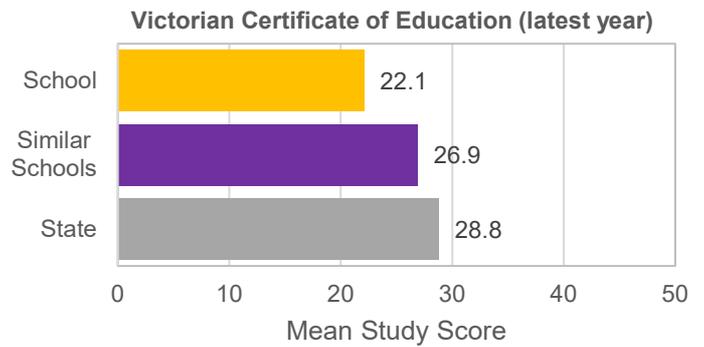
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	22.1	23.4
Similar Schools average:	26.9	27.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:



Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2020:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:



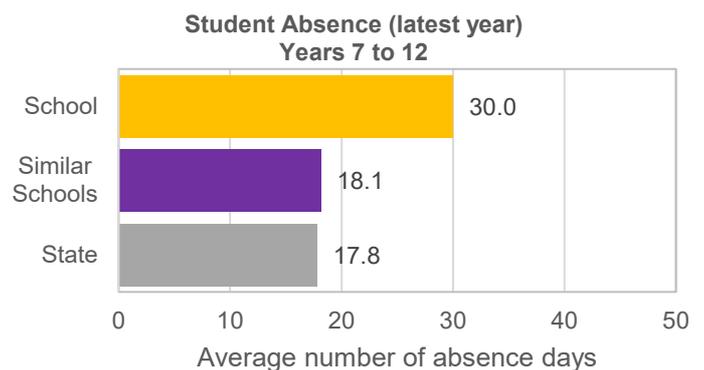
ENGAGEMENT

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	30.0	27.4
Similar Schools average:	18.1	20.3
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

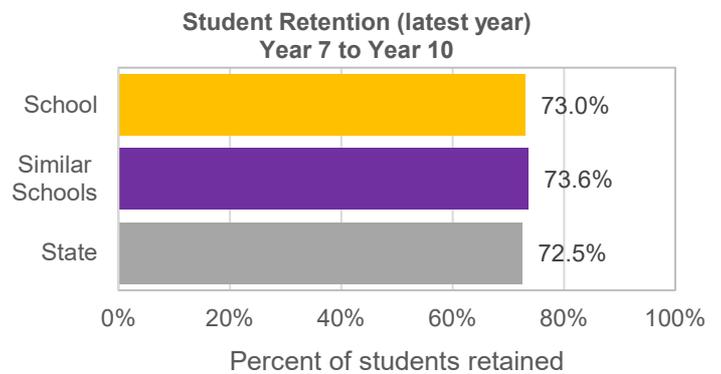
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	86%	83%	81%	88%	86%	84%

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 (2020)	4-year average
School percent of students retained:	73.0%	67.7%
Similar Schools average:	73.6%	72.2%
State average:	72.5%	72.9%



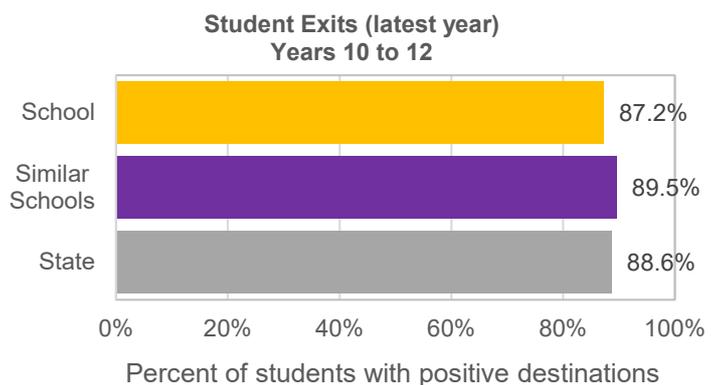
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	87.2%	85.6%
Similar Schools average:	89.5%	89.8%
State average:	88.6%	89.1%



WELLBEING

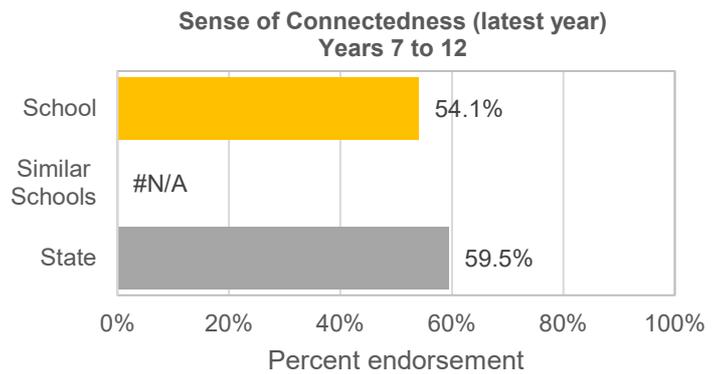
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	54.1%	48.2%
Similar Schools average:	NDP	55.0%
State average:	59.5%	55.3%



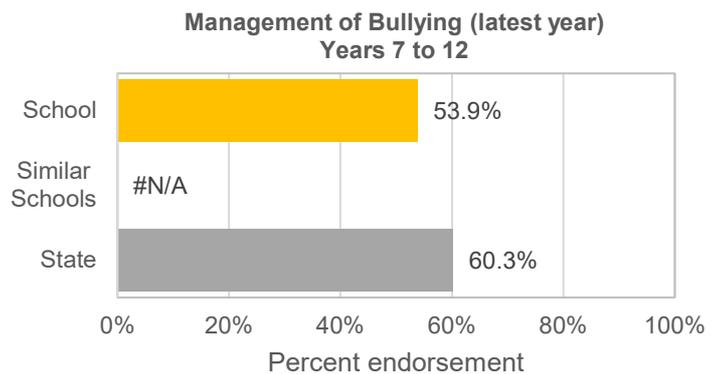
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	53.9%	50.3%
Similar Schools average:	NDP	56.7%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$6,508,436
Government Provided DET Grants	\$1,694,924
Government Grants Commonwealth	\$3,800
Government Grants State	\$19,101
Revenue Other	\$45,075
Locally Raised Funds	\$87,288
Capital Grants	NDA
Total Operating Revenue	\$8,358,624

Equity ¹	Actual
Equity (Social Disadvantage)	\$958,852
Equity (Catch Up)	\$49,253
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,008,105

Expenditure	Actual
Student Resource Package ²	\$5,596,401
Adjustments	NDA
Books & Publications	\$4,548
Camps/Excursions/Activities	\$17,046
Communication Costs	\$23,728
Consumables	\$80,156
Miscellaneous Expense ³	\$32,139
Professional Development	\$12,249
Equipment/Maintenance/Hire	\$191,509
Property Services	\$183,291
Salaries & Allowances ⁴	\$114,260
Support Services	\$114,703
Trading & Fundraising	\$986
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$206
Utilities	\$70,465
Total Operating Expenditure	\$6,441,634
Net Operating Surplus/-Deficit	\$1,916,990
Asset Acquisitions	\$36,576

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$2,705,628
Official Account	\$27,336
Other Accounts	\$20,927
Total Funds Available	\$2,753,890

Financial Commitments	Actual
Operating Reserve	\$112,432
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$71,226
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$20,926
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$500,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$1,500,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$450,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,654,584

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.