

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 07:50 AM by Andrew Arney (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2023 at 04:31 PM by Bridget Kille (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Glenroy College is a co-educational Year 7-12 school in Melbourne's northern suburbs, about 13 kilometres from the CBD. Our students are drawn from the nearby communities of Glenroy, Coburg, Oak Park, Hadfield and Pascoe Vale. We value the diversity within our school community and believe all our students can achieve to a high standard. 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.

The College has just undergone a multi-million dollar redevelopment, with spacious state-of-the-art learning and administration spaces added for staff and students. The \$9 million additions to our College include a new library and resource centre, dedicated Junior and Senior School wings, and new administration buildings. The College also has a well-appointed gymnasium, performing arts centre, science centre and undercover canteen. A number of plans are in motion to redevelop the outdoor spaces of the college, as well as a great deal of advocacy for government funding for a new master plan and Stage 2 and 3 funding.

The College Values of Respect, Integrity, Achievement and Team Work 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, 4 Learning Specialists, 4 Leading Teachers, a number of Learning Tutors and MYLNS coaches, a Careers Advisor, 45 classroom teachers, 7 Inclusion Support, IT, First Aid and admin staff. Enrolment numbers are approximately 430 students.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

The staff Professional Learning program at Glenroy has been successful in supporting the bridging of post-covid learning gap for students. The creation of a MYLNs improvement team, whole staff Professional Learning on the "Language and Literacy for Learning", the expansion of reading circuits in year 8, the inclusion of Probe reading assessments and the creation of student interviews continued to pay dividends in 2022. The result has been significant reading growth from a number of students throughout the cohort, and good growth in reading and writing measures across the whole school.

This has not translated into students in the top bands or achieving at expected standards however, due to these cohorts beginning at the college well below national standards. Growth data indicates interventions put in place are having an impact on our students, and this is also evidenced by VCE data indicating that students are regularly achieving above GAT predicted score in English.

#### Wellbeing

Throughout 2022, wellbeing was a stated and shared priority. This began during the transition process from grade 6 into year 7, with families linked with our family liaison officer and Year 7 leader to ensure existing supports were able to be sustained. Our extensive and knowledgeable team provided support to students and families and built partnerships with agencies such as Merri-bek council, Headspace, Police and Vic Legal Aid, DET and Korus Connect. These agencies enabled the links between wellbeing and curriculum to be embedded into our curriculum, particularly in PE/Health, and Personal Learning. The team worked close with universities, enabling placement students to provide support for Tier 1 students and reduce the barriers for students to access an equitable education.

This work was paired with our ongoing refinement of our School Wide Positive Behaviours framework. Establishment of a working party to develop clear processes for positive behaviour slips and referrals, and the building of links to our reflection/restorative conversations with the behaviour matrix demonstrate very clear links between this SWPBs work and wellbeing, both student and staff. The work on trauma informed practice continues, with a view to expanding this in 2023 and 2024.

#### Engagement

Student engagement has been an ongoing focus for Glenroy College. Post COVID-19 engagement levels have been difficult to sustain, particularly for those who are experiencing learning gaps due to struggles during the lockdowns of 2020 and 2021. A focus on our School Wide Positive behaviours framework and consistency in classroom pedagogy has seen some minor gains in student engagement across the board. This was coupled with reinvigorated instrumental music, sporting and student leadership programs, and lunchtime activities also made a re-emergence. Students enjoyed celebrating a wide range of cultural celebrations including diversity day, RUOK day and International Women's day.

Student attendance rates have increased, though still below similar schools and the state average, and student retention remains static over the past 4 years. The vast majority of students have successfully complete their VCE or VCAL studies, and pathways data has also been encouraging. A total 71 per cent of students who sought a tertiary place received a first round offer. Many Year 12 graduates were able to gain a higher preference placement during further rounds. Glenroy College students have accepted University and TAFE places in courses such as Biomedical Science, Business, Nursing, Information Technology, Legal Studies, Education and more. This is an increase from the previous year and a testament to the resilience and hard work of each and every one of our students, not to mention the herculean efforts of Glenroy College staff and the families who supported them all the way through.

## Financial performance

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 and hiring our facilities to local Community Groups.

During 2022, the College was successful in obtaining an Inclusive Schools Grant to upgrade grounds facilitated with VSBA and Ed Ewers Architecture as Project Managers. The project includes, shade sails and seating with a sensory garden for all Students to access. The College is also in the process of upgrading the Digitech room to enhance Student Learning outcomes for IT curriculum and the Café where Students can access the Breakfast Program and have a safe place for their wellbeing. The College has purchased new student furniture for the Senior and Junior Buildings, the new Library and will systematically replace all the old and worn furniture in other areas. There are plans for the redevelopment of the oval which will be a significant commitment of funds and efforts. The College has also received a Shade Sail Grant to upgrade an area between the Canteen and Senior Learning, which will include new seating under two Shade Sails, due to be completed in 2023.

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.

Continued upgrade to the grounds is planned and will enhance the outdoor play and learning areas for our students to get the optimum benefit of these facilities.

**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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 465 students were enrolled at this school in 2022, 159 female and 306 male.

51 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).

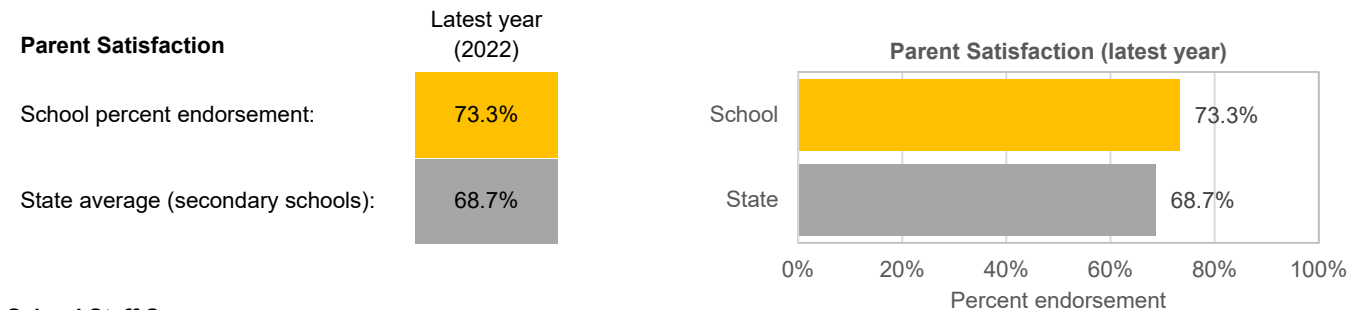
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

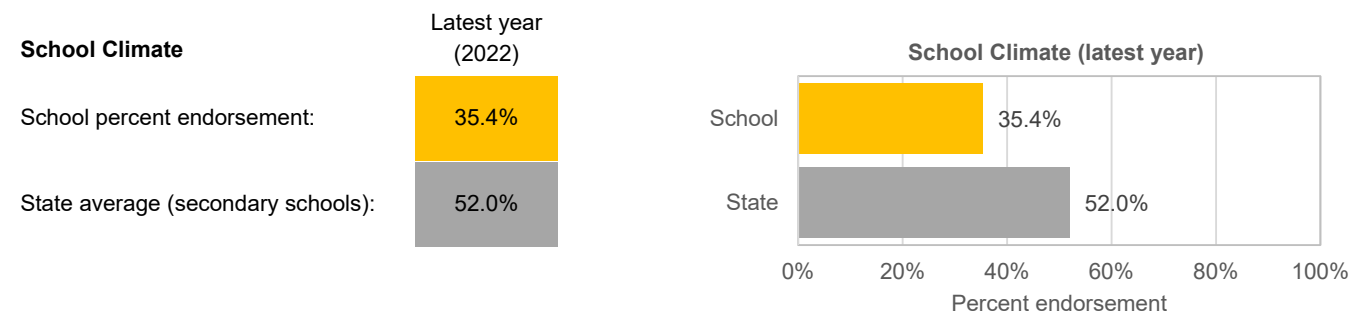


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

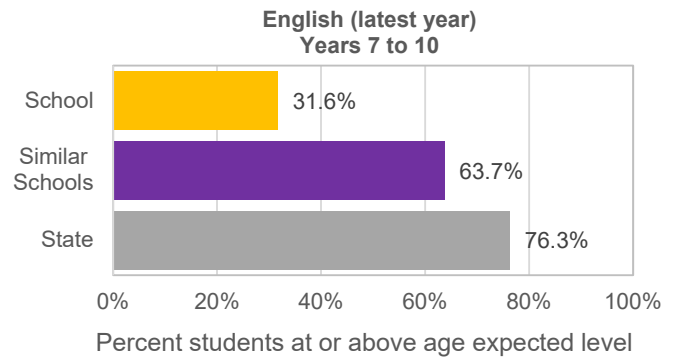
31.6%

Similar Schools average:

63.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

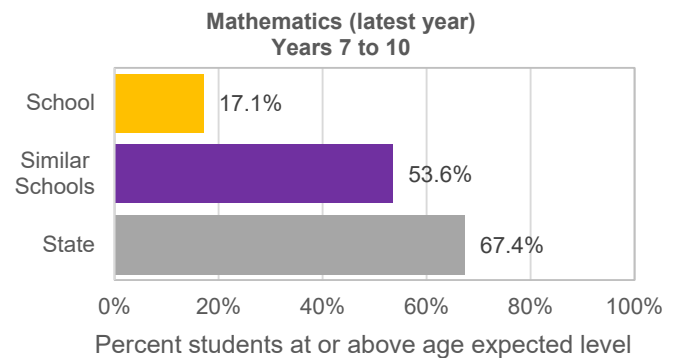
17.1%

Similar Schools average:

53.6%

State average:

67.4%



## LEARNING (continued)

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

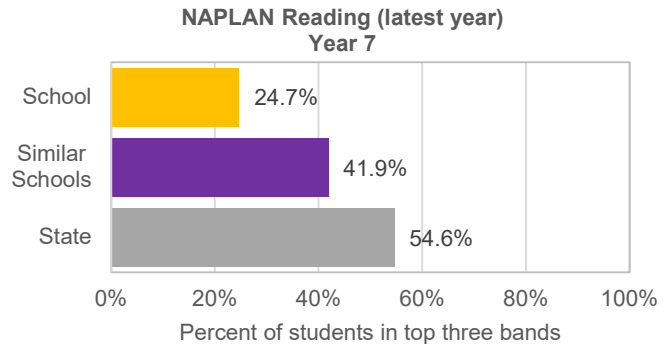
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

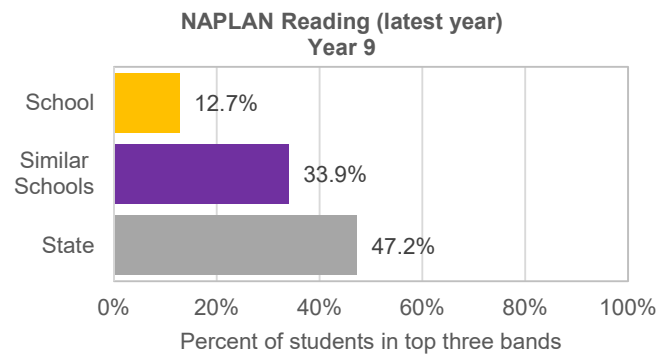
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	24.7%	27.1%
Similar Schools average:	41.9%	41.4%
State average:	54.6%	55.3%



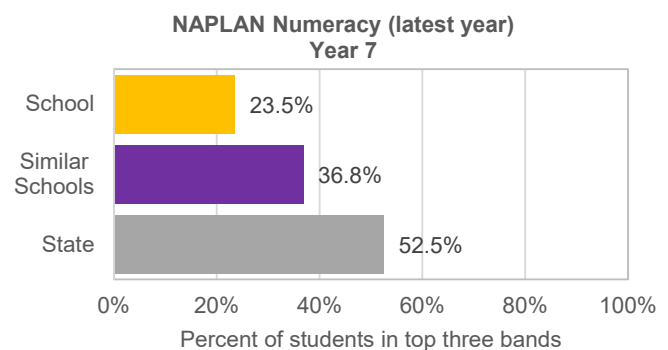
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	12.7%	13.7%
Similar Schools average:	33.9%	32.5%
State average:	47.2%	46.0%



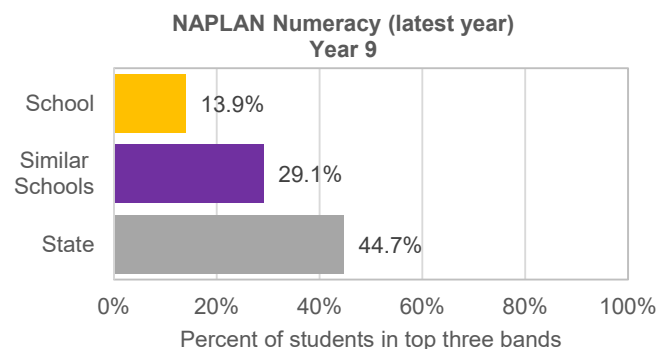
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.5%	24.5%
Similar Schools average:	36.8%	38.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	13.9%	12.2%
Similar Schools average:	29.1%	29.7%
State average:	44.7%	45.6%





## LEARNING (continued)

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

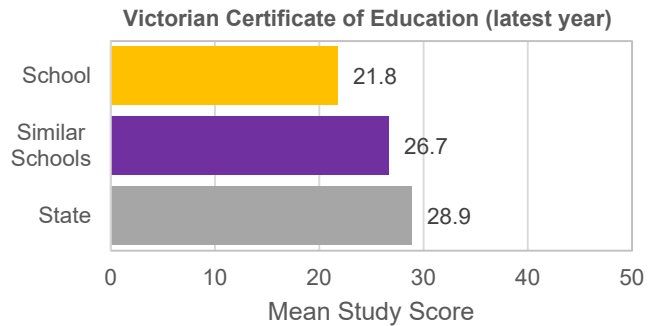
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	21.8	23.2
Similar Schools average:	26.7	26.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

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

26%

VET units of competence satisfactorily completed in 2022:

67%

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

81%

## WELLBEING

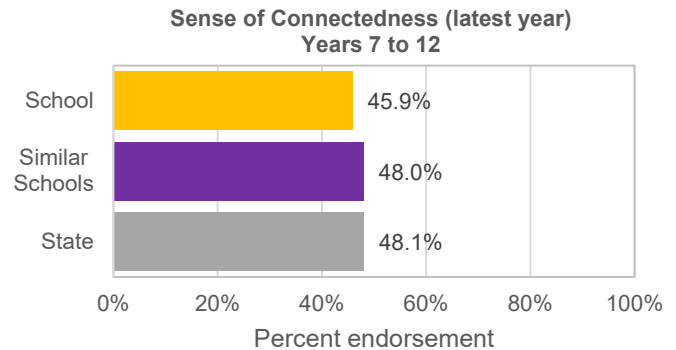
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.9%	49.3%
Similar Schools average:	48.0%	51.3%
State average:	48.1%	52.5%

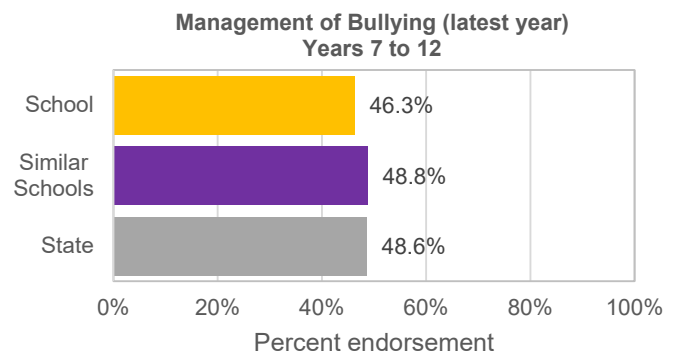


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.3%	51.0%
Similar Schools average:	48.8%	52.2%
State average:	48.6%	54.0%



## ENGAGEMENT

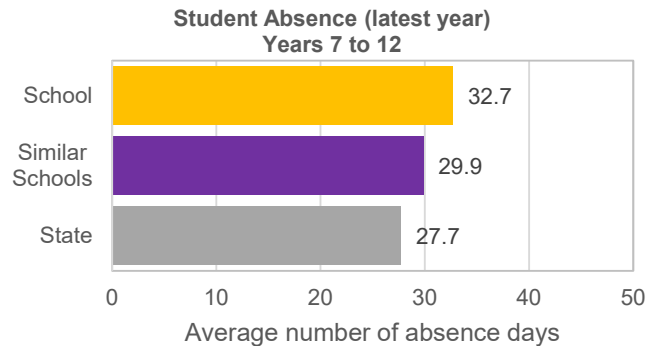
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	32.7	35.4
Similar Schools average:	29.9	24.6
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

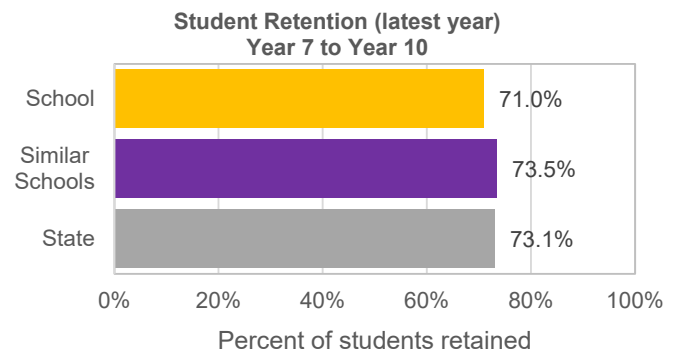
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	81%	77%	84%	88%	90%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	71.0%	69.7%
Similar Schools average:	73.5%	72.1%
State average:	73.1%	73.0%



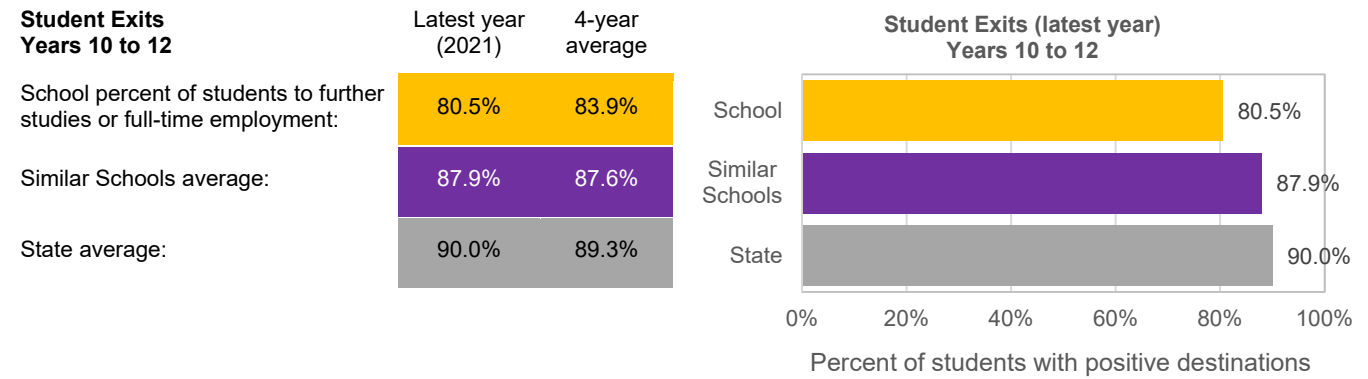
## ENGAGEMENT (continued)

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

### Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$7,606,694
Government Provided DET Grants	\$1,584,994
Government Grants Commonwealth	\$4,973
Government Grants State	\$14,447
Revenue Other	\$57,189
Locally Raised Funds	\$144,804
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,413,101</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$991,785
Equity (Catch Up)	\$55,719
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,047,505</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,497,550
Adjustments	\$0
Books & Publications	\$5,226
Camps/Excursions/Activities	\$26,038
Communication Costs	\$1,774
Consumables	\$190,965
Miscellaneous Expense <sup>3</sup>	\$28,232
Professional Development	\$20,424
Equipment/Maintenance/Hire	\$213,256
Property Services	\$211,281
Salaries & Allowances <sup>4</sup>	\$314,902
Support Services	\$136,881
Trading & Fundraising	\$2,805
Motor Vehicle Expenses	\$4,363
Travel & Subsistence	\$0
Utilities	\$59,246
<b>Total Operating Expenditure</b>	<b>\$7,712,944</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,700,157</b>
<b>Asset Acquisitions</b>	<b>\$7,738</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,493,591
Official Account	\$105,067
Other Accounts	\$20,815
<b>Total Funds Available</b>	<b>\$3,619,474</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$169,168
Other Recurrent Expenditure	(\$200)
Provision Accounts	\$0
Funds Received in Advance	\$138,775
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$20,815
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,600,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,541,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,619,558</b>

*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.*