

# ANNUAL REPORT 2023



*Gilson College*

# Contents

## SECTION 1 - OVERVIEW

|                         |   |
|-------------------------|---|
| INTRODUCTION.....       | 3 |
| CHILD SAFE SCHOOL ..... | 3 |
| PRINCIPAL'S REPORT..... | 3 |
| FINANCIAL REPORT .....  | 5 |

## SECTION 2 - PROFESSIONAL FOCUS

|                                  |   |
|----------------------------------|---|
| STAFF RETENTION.....             | 6 |
| STAFF QUALIFICATIONS.....        | 6 |
| STAFF PROFESSIONAL LEARNING..... | 6 |

## SECTION 3 - STUDENT FOCUS

|                                    |    |
|------------------------------------|----|
| PRIMARY REPORT.....                | 13 |
| SECONDARY REPORT.....              | 15 |
| CHAPLAINCY .....                   | 20 |
| STUDENT ENROLMENT STATISTICS ..... | 22 |
| STUDENT ATTENDANCE .....           | 22 |
| LITERACY AND NUMERACY.....         | 23 |
| SENIOR SECONDARY OUTCOMES .....    | 27 |

## SECTION 6 - COMMUNITY FOCUS

|                                  |    |
|----------------------------------|----|
| SCHOOL IMPROVEMENT SURVEYS ..... | 29 |
|----------------------------------|----|

## SECTION 7 - CONCLUSION



*Gilson College*

## SECTION 1 – OVERVIEW

### INTRODUCTION

Gilson College as a community strives to be the premier location for quality Christian education in the western and northern suburbs of Melbourne. Our purpose statement indicates that we aim “through excellence in education to develop people of integrity and Christian character.” This has been the goal and primary endeavour of the College founders, leaders and community for over 30 years. From humble beginnings the College has grown to an enrolment, as of 2023, of around 1300 students and more than 100 teaching staff. Each member of the staff and the wider College community works together to further the stated purpose of Gilson College.

### CHILD SAFE SCHOOL

Gilson College is committed to the safety and wellbeing of all our students. It has a zero-tolerance for child abuse, and has procedures and protocols in place to protect children, support those at risk and respond to incidents or allegations of all forms of child abuse. These procedures are outlined in the Duty of Care, Child Protection and Child Code of Conduct Policies. All are available on the school website.

### PRINCIPAL'S REPORT



When you reflect back on a year, it is always with the acknowledgement that we do so together in partnership with our community and within our teams. We also know that every team has a leader and our Leader is the Creator God who we wish to acknowledge (Proverbs 3:5,6). For all our achievements we would also like to thank our parents, our students and our teachers for their continuing efforts and support throughout the year. Also, there is a significant number of non-teaching staff (bus drivers, IT, ESOs, admin/office, uniform, canteen and grounds/maintenance, lab techs, tutors, wellbeing and Library, OHSC and ELC) who also ensure that the processes and protocols of an organisation run smoothly.

On the Taylors Hill campus, we becoming closer to the final stages of our Masterplan with the addition of the Senior Hub Phase 1 and in more recent years the addition of the Early Learning Centre Phase 1. Plans are underway for our Senior Hub Phase 2 to be completed this will provide additional classrooms, offices and a Year 12 common room. Also this year we have worked on plans for the review of our Master Plan to work towards completing the back oval development of an oval and all-weather soccer field, as well as planning for a new Library, admin and student support services hub in future years. We look forward to seeing the work done in this space being realised.

On the Mernda campus, in 2023 the appointment of a Principal has meant that work developing toward the Mernda campus reaching its own registration from 2024 and a new name being realised. This is a positive step forward for the Mernda campus as our journey as a multi-school campus ceases.

In 2023 we had 72 graduates complete their schooling and make their way into a new chapter of their lives. Samantha Taafuli has the distinction of being our 2023 Dux and we congratulate her and all the students who have done their best to attain academic excellence. The group performance on the VCE is also commendable with 21% of the students receiving an ATAR above 70, 18% above 80 and 5% attaining a score of 90 or more. All of the students in the 2023 cohort are affirmed for their faithful work throughout the year and as they move into various roles in society we know that they will make a positive impact and lead out with integrity, compassion and diligence.

Gilson College maintains the philosophy of providing an education program that is low fee yet at the same time does not compromise on educational quality. This means that our financial circumstances require diligent attention and conservative benchmarks. We are once again pleased to be able to report that the combination of faithful parents and families honouring their financial commitments combined with a cautious yet sensible financial expenditure plan has brought about a positive report from our business/accounts department. The timely manner in dealing with both accounts payable and receivable has been a significant contributor to this report and I would like to thank those in the College who have been entrusted with this responsibility.

At the close of 2023, we unfortunately farewelled a number of staff and we wish to acknowledge these people and declare our appreciation for their service. On the Taylors Hill campus, we said goodbye to:

- Thuy Thach - moving to Casual Work
- Jessica de Jong - maternity leave
- Lynton Bell - Moving to another school
- Patrick Tynan - Moving to another school
- Matthew Elkhoury - exploring other employment opportunities.
- Nuri Irgat - moving to other employment opportunities.
- Shannon Holmes - Moving to NSW
- Madeline Kingston - Moving to NSW
- Sarah Wallis - Taking extended leave
- Teera Pita - Moving to Fiji
- Talonga Pita - Moving to employment in Fiji
- Lepeta Tuaoi - Taking extended leave
- Thuc Bui - exploring other employment opportunities.
- Belinda Mitilineos - retirement
- Edith Sajdl - Retirement and moving to casual work
- Maria Costa - Moving into new role
- Kayla Tingpaw - Maternity leave

We are excited about 2024 and the team is looking forward as we plan for future success with our students. We want to challenge and inspire them in the academic, physical, social and spiritual domains and we trust that the partnership between the College and the home will continue to be one of teamwork and collaboration to ensure that our young people can handle the challenges and opportunities that life brings.

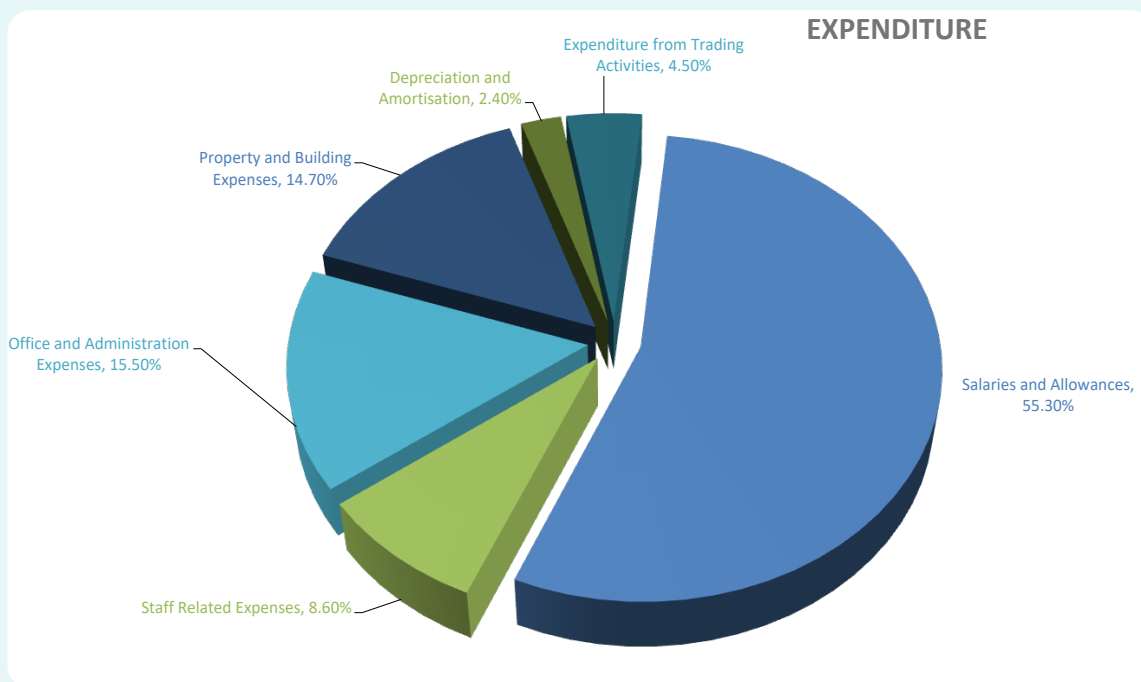
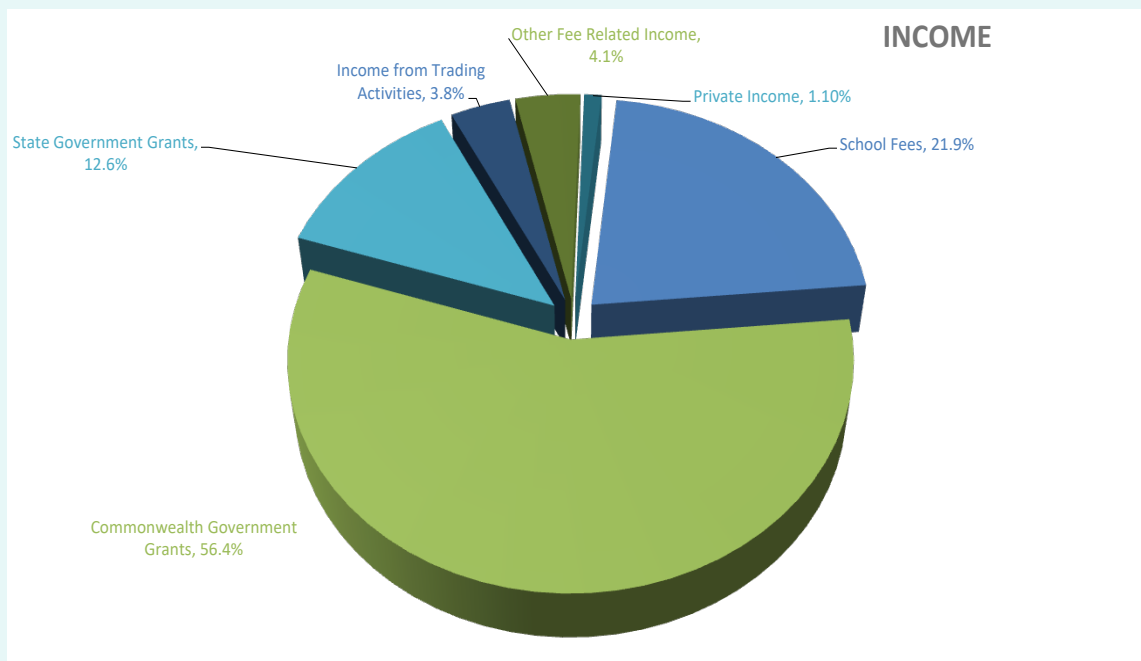
Raelene Delvin  
Principal

## FINANCIAL REPORT

The College financial health continues to thrive, thanks to effective financial management and God's blessings. Committed to providing Quality Christian Education, the College strives to minimize expenses while maintaining a steady income.

In 2023, the primary source of income for the College is derived from the Commonwealth Government grant, accounting for approximately 56% of the total revenue. College fees contribute 22%, while the State Government Grant accounts for 13%. We acknowledge and thank our parents for their continued support of the College through their timely payments of fees.

The College significant expense, as always, is the remuneration of staff, salaries, allowances and staff-related expenses comprise of 55% of the budget. As there was an increase in Property and building expense to 14%, there were no significant in all other expense areas.

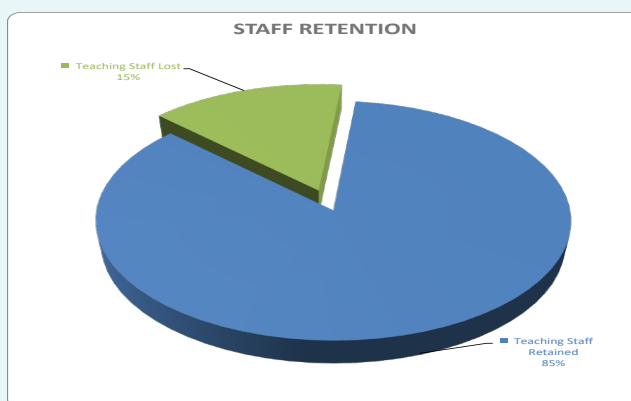


## SECTION 2 - PROFESSIONAL FOCUS

### STAFF RETENTION

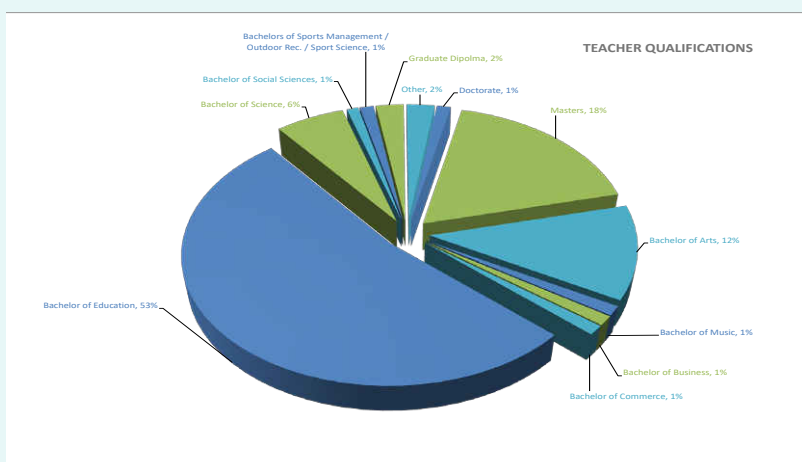
At the College we believe that a strong team is a great foundation to success, which is why we are committed to staff retention. In 2023, we retained 85% of our teaching staff. Our retention rate remains between 3% - 3.5% indicating a reasonably consistent retention rate over the last few years.

The staff reasons for leaving College vary from moving to our sister schools, moving interstate or overseas, retirement, heading into further studies, making a career change and starting a family.



### STAFF QUALIFICATIONS

The College Staff qualifications vary, ranging from advanced degrees like Masters to specialized certificates. These qualifications reflect the diverse knowledge and skills that our staff bring to the College. While a staff member with a Master's degree has a high level of expertise in a specific field, certificate holders indicate focused training in a specialised areas, providing practical skills and industry-specific knowledge. Both qualifications have merits and the combination of qualifications and experience contributes greatly to the well-rounded and capable staff employed at the College.



### STAFF PROFESSIONAL LEARNING

2023 has been an eventful year for Gilson College. The Teaching and Learning team has been busy implementing innovative strategies to enhance the teaching and learning experiences of our students and teachers. The information below provides an overview of the learning opportunities that have been provided to enrich our student's educational journey:

#### Evidence-Based Observations

Throughout 2023, our Heads of Department and school leaders have continued to undertake Evidence-Based Observations (EBOs). In April this year, our new leaders worked with specialist EBO trainer, Lara Meyer, to undertake EBO training that equipped them with the skills and knowledge in how to observe the 'Effective Teaching Profile Indicators' that are aligned with the AITSL standards, and then how to best engage in reflective conversations and work with teachers to set goals for the future. The purpose of these observations is to provide data-driven feedback to teachers so they can critically reflect on and enhance their teaching practice to become more student-centred, informed and innovative. Our school-based coaches (Heads of Departments & school leaders) have since gathered important data about specific behaviours of teacher and



student engagement, and have worked with our teachers to set goals to best navigate pathways to developing more culturally inclusive and learner-centred classrooms.

### **Continuous Reporting**

Ongoing interactions with parents, and discussions with students and teachers have highlighted a need to modify our assessment practices to improve student learning, and as a result, the secondary school has moved towards continuous reporting for all Year 7-12 subjects. As part of this process, teachers have provided targeted and timely feedback to students about their learning progress throughout the year. Students then reflected upon this feedback and were encouraged to identify how they could improve their learning going forward. To assist staff with the requirements of continuous reporting, teachers participated in a series of professional learning opportunities held on site to assist with the implementation of formative and summative assessment, and in providing quality feedback to their students.

### **Preparation for the implementation of the F-10 Australian Curriculum Version 9**

In preparation for next years' implementation of the new F-10 Australian Curriculum Version 9, our staff members have been working tirelessly in their respective departments to examine the curriculum changes across their subject areas. Subject-specific scope and sequences, course outlines, as well as lessons and assessments have been updated to reflect the new changes. In addition to this, our Year 7-10 Maths teachers have been working with external Mathematics Consultant, Dr David Leigh-Lancaster, to increase their understanding of the importance of modelling, statistical investigations, probability simulations, and computational thinking. This professional learning opportunity enhanced the capacity of our Maths teachers to better incorporate the new Australian Curriculum changes into their teaching pedagogies so that they are adequately prepared for 2024 and beyond.

### **Professional Development on the High Impact Teaching Strategies (HITS)**

As part of our commitment to improving teacher practice, our teachers worked collaboratively to develop a shared understanding of what excellent practice looks like. As a result of this, our teaching staff have en-

gaged in a series of professional learning opportunities based upon the Victorian Government's High Impact Teaching Strategies (HITS). These HITS are designed to add to the repertoire of teachers, and can be applied to target a variety of learning needs. This year's PD sessions have focused on unpacking elements of explicit teaching, the importance of setting goals and sharing them with students and the different ways of providing effective feedback. These sessions have helped staff engage in evidence-based conversations, and develop a common language to use when planning and reflecting upon their classroom practice. These PD sessions will continue in the future, in the hope that Gilson College can continue to be a high performing school with exceptional teaching and learning.

### **Keeping Safe: Child Protection Curriculum (KS:CPC)**

Earlier in 2023, all of our teachers participated in a full day of professional learning on the Keeping Safe: Child Protection Curriculum (KS:CPC). This professional learning focused on child safety and provided a comprehensive overview of how teachers can provide students with age appropriate activities that teach them how to recognise and report abuse, and the ways in which they can keep themselves safe. This was an accredited training process approved by Adventists Schools Victoria.

### **Artificial Intelligence (AI) in Education**

Throughout 2023, our staff participated in professional development sessions regarding the increased use of Artificial Intelligence (AI) in the classroom and its implications for teaching and learning practices. With the rapid advance in technology, it is causing educators to reflect upon their pedagogies and design more effective ways of assessing the learning of our students. Teachers have also been utilising plagiarism detection software to ensure that any breaches of academic integrity are identified. Adventist Schools Victoria are currently developing policies around the use of AI in schools, which will then guide our school's approach to AI usage going forward.



### **Supporting our Mentors and Provisionally Registered Teachers**

In 2023, Gilson College has continued its commitment to maintaining a culture of professional learning amongst all teachers by providing comprehensive mentoring to our Provisionally Registered Teachers (PRTs), teachers with Permission to Teach (PTT) and our newly appointed teachers. A crucial element to supporting our early-year and newly appointed teachers in achieving best practice is the allocation of a Mentor/and or Buddy. Throughout the course of the year, our school-based Mentors/Buddies facilitated discussions, provided valuable feedback, modelled best practice, linked beginning-year teachers with other experienced teachers and undertook classroom observations. 2023 has seen a number of our PRTs successfully complete the VIT Inquiry and Panel Presentations to obtain full registration with the Victorian Institute of Teaching.



## **Student Leadership Opportunities**

Throughout the year, the college as a whole has worked hard to provide opportunities for student leadership and student voice. Our Leadership Team has worked closely with our Student Representative Council (SRC) and our Senior School Leaders & Prefects to ensure that we develop ways to listen to and act upon student voice. By engaging with student voice, it is hoped that we can increase student engagement, enhance motivation levels, encourage collaboration / partnerships and foster a sense of identity and belonging. To grow the capacity of our young leaders, our Senior School Leaders & Prefects participated in an overnight leadership retreat at the beginning of the year, that saw them take part in targeted workshops that developed their leadership skills. Throughout the course of 2023, our student leaders have not only provided valuable feedback to school administrators about improvements that can be made at the college, they have also assisted with important fundraising activities and have led out during chapel services, school assemblies and other school events.

## **Year 11 and Year 7 Peer Support**

The Peer Support Program at Gilson College has once again continued to support Year 7 students in their transition into secondary school. Throughout the year, our Year 11 students have worked in small groups to facilitate activities and conversations with our Year 7 students to aid their wellbeing and to create a safe and caring school environment that fosters a sense of self, builds self-esteem and promotes a sense of belonging.

## **Turnitin**

Throughout 2023, students and staff have utilised the 'Turnitin' platform which has been incorporated in SEQTA. 'Turnitin' is a plagiarism detection software that is used as a teaching tool to instruct students about plagiarism and how to effectively communicate ideas that are not their own. This software allows students to submit their work and see the percentage of information that has been plagiarised, and or generated by Artificial Intelligence (AI), and then revise/edit their work for final submission into SEQTA. Its new AI detection features have been a useful addition this year.





### **Education Perfect (Year 7 – 10) and Edrolo (Year 11-12)**

Other innovative teaching tools that have assisted students and teachers this year, is Education Perfect for our Year 7-10 students, as well as Edrolo for our Year 11-12 students. Education Perfect provides enriching resources, customisable and interactive activities that allow for personalised learning pathways for all students. The tool also allows for individualised assessment and the tracking of student performance so teachers can better plan for effective teaching and learning in their classrooms. Similarly, Edrolo is used for our VCE students and provides them with online video tutorials, content/theory and exam-style questions, all designed to boost student learning, as well as assist them to revise and get assessment ready.

### **Lunchtime Clubs**

To support the development of student wellbeing, as well as consolidate communication, social, and academic skills, the College has continued to run a diverse range of lunchtime clubs that are available to all students. Our Chess Club provides students with a chance to play, learn and teach chess, all whilst boosting academic skills such as concentration, decision making, creativity, critical thinking and problem solving. The school's Drama & Dance Club has enabled students to express their creativity and enter into the world of imagination. Our Maths and English Clubs run twice a week and provide vital literacy and numeracy support to students. The College also runs an esteemed Music Club that includes a school choir and band. These initiatives teach our students how to read music, how to play instruments and gives them the chance to perform in front of their peers and the broader community. A strong emphasis on music, has been beneficial in helping students to not only develop their musical abilities and to learn about different types of music, but has also enabled students to grow in confidence and explore their creativity.

### **National Science Week**

In August, our Science Teachers hosted a number of science-related activities to celebrate National Science Week. This year's theme was 'innovation: powering future industries'. Each lunchtime, our teachers facilitated a wide range of experiments and workshops that were designed to promote a passion for Science and stimulate curiosity and fascination with the world we live in. The week was a great success for all involved.

## Learning Support 2023

During 2023, the Gilson College Secondary Learning Support Team has seen a time of tremendous growth. This year has seen the introduction of new Coordinator, new Educational Support Officers, as well as other Support Specialists, all of whom have worked hard to provide additional support for individual students to best meet their learning needs. Over the course of the year, the Learning Support Team has been busy implementing innovative strategies to enrich the learning experiences of our students and strengthen engagement between students, teachers and parents. The information below provides a snapshot of the work undertaken by the Secondary Learning Support Team:

### Learning Support Coordinator

Our new Learning Support Coordinator, Mrs Tracy Ho, has been a welcomed addition to the Secondary Learning Support Team. She has brought a wealth of knowledge and expertise to the role, and has worked hard to plan and implement innovative practices that enhance student learning, and has demonstrated a strong commitment to not only working with students, but working with parents, teachers and our support staff. Throughout the year, Tracy has also prepared important learning materials for staff and students, completed our NCCD compliance checks/audits, liaised with external organisations/learning specialists, coordinated our Educational Support Officers (ESO) and our speech therapy program, as well as facilitated a number of professional development opportunities for our staff members. She has been a true blessing and we are glad to have her on the team.

### Speech Therapy

In Term 2 2023, the college hired another Speech Therapist, Ms Julie Pavaday, to work in the high school alongside our existing Speech Therapist, Mrs Pembe Irgat Kadir. Having both Julie and Pembe available to test, assess and work with our students on language and social thinking skills has been a tremendous blessing to our college. The support they have offered our students and their parents has been invaluable, and their efforts to guide and assist our teachers to best respond to the needs of their students has been crucial to improving student learning.



### **Individual Learning Plans (ILP's)**

Throughout the year, Individual Learning Plans were developed for students in need of differentiation so they could thrive in a positive learning environment and reach their potential in the classroom. Our staff, students and parents/caregivers worked together to develop educational goals and strategies for the effective support of our learners. At the commencement of Term Three, these goals were reassessed by teachers and students, resulting in new strategies being identified, the continuation of some existing goals where applicable, and the creation of new goals. The strategies contained in the Individual Learning Plans laid the foundations for teacher adjustments made in the classroom to best support learners' needs.

### **Educational Support Officers (ESO's)**

2023 has seen many changes and growth to the Educational Support Team in the secondary school. We now have four Educational Support Officers (ESOs) that work across Year 7 - 9. These ESOs have provided valuable assistance to our NCCD-funded students and their efforts this year have been immense. Their support has assisted our young people to overcome educational barriers and has strengthened their ability to achieve their potential. It is hoped that next year, we can increase the number of ESOs in the secondary school.

### **NCCD Data Collection**

In 2022-2023, the Learning Support Team has once again identified students with additional needs and supported teachers in collecting important NCCD data about the learning strategies and adjustments that best support these students. This resulted in a significant increase in funding for the College. In preparation for the 2023-2024 NCCD data collection and implementation period, a database of student information (strategies and adjustments for individual students) has been created to track learning support strategies/adjustments and to make this knowledge more accessible to staff.

### **Learning Support Adjustments for Examinations**

The Learning Support Team has been instrumental in working with teachers, students and parents to establish important learning adjustments for targeted students during our examination periods. Mrs Ho has worked hard to facilitate the arrangements for these exam adjustments, and to ensure adjustments for students were transparent and fair in nature.

### **Standardised Testing: NAPLAN and PAT**

Our NAPLAN/PAT Coordinator, Mrs Nguyen, has worked hard this year to oversee the implementation of vital standardised testing that included NAPLAN and PAT. Our teachers have used the SPA Platform to analyse the results of these tests and examine the overall trends for each year level, as well as assess individual patterns and trends from the data. This comprehensive analysis has helped to improve teaching pedagogy, and has enabled strategic goals to be set in regards to future academic improvement.

## SECTION 3 – STUDENT FOCUS

### PRIMARY REPORT

The Gilson College Primary Annual Report for 2023 embodies our commitment to fostering a dynamic learning environment enriched by Christian values. Our school thrives on inclusivity, encouraging students to explore, think critically, grow personally, and serve others.

Our foundation in Christian values permeates the curriculum, empowering students not only to excel academically but also to cultivate compassion and responsibility. The Adventist Identity shapes our ethos, fostering a deep connection with Jesus Christ.

We commenced the academic year with a dedication Chapel, symbolizing our commitment to God's guidance in every aspect of school life. The addition of new chaplaincy members enhanced spiritual mentorship, stimulating enthusiastic spiritual learning among students.

The report reflects our achievements, academic milestones, community engagements, and students' spiritual growth—a celebration of collaboration, resilience, and our nurturing environment.

- The Positive Behavior for Learning (PB4L) framework—centered on Respect, Responsibility, and Resilience—supports students' wellbeing and learning, integrated throughout our curriculum and daily conversations.
- In 2023, our focus on behavioral support involved Tier 1 strategies for early intervention, Tier 2 support for daily coaching, and Tier 3 specialized wrap-around care for students needing intensive assistance.
- Teachers engaged in Professional Learning Communities (PLCs), promoting reflective practice, evidenced-based observations, and peer workshops focusing on diverse topics like Zones of Regulation, Supporting Students with ASD, and Maths Small groups. Staff and Education Support Officers participated in ongoing learning opportunities to foster growth.





- We continued the implementation of Keeping Safe: Child Protection Curriculum (KS:CPC) through staff training and provided alternative structured play environments via Lunchtime Clubs.
- Academically, we intensified Mathematics planning and Writing improvements while reinforcing Bible Encounter, Seven Steps Writing, SMART Spelling, and Reading Groups.
- Based on our NAPLAN analysis, grammar skills emerged as a key focus for enhancing the English program in 2024. Additionally, we aim to enhance Mathematics instruction through practical, hands-on approaches.
- Our plan for 2024 involves reinforcing teaching methodologies, integrating Visible Thinking Routines, Learning Intentions, Success Criteria, and Formative Assessment Practices deeply embedded in our teaching pedagogy.
- The students at Gilson Primary consistently demonstrated outstanding engagement and attitudes, a testament to the dedicated teaching team's commitment to nurturing continuous improvement and high-quality learning experiences.
- Highlights of 2023 included various sporting events, significant ceremonies, educational trips, choir growth, and student leadership experiences. The Student Representative Council (SRC) successfully raised funds for charities, reflecting our commitment to community service.
- The Award Night will be a joyous commemoration of students' accomplishments, showcasing the Choir and Band performances and celebrating the growth of our Primary captains as they articulate a comprehensive overview of the year's events.
- Changes in 2023 included revised volunteer engagement, updates to the Australian Curriculum, and a shift in Mathematics teaching methods.
- Notably, two primary teachers successfully completed their VIT induction process.

- The ADCOM team, including key leadership from the primary and secondary, as well as the School Improvement Team, participated in a Cyclic Reviews as part of the Quality Adventist School Framework. The team reviewing our school provided great encouragement and affirmation of the growth and progress that has been made since the last review.
- Students demonstrated improved results in PAT and NAPLAN assessments, highlighting progress due to quality teaching and programs. Noteworthy achievements in sporting competitions and the success of our Year 5/6 teams in volleyball and basketball exemplify our students' dedication and sportsmanship.

In 2024, Gilson College Primary looks forward to God's continued leading as well as continued growth, inspiring future leaders equipped with knowledge, empathy, and strong Christian values.

## SECONDARY REPORT

### PROFESSIONAL DEVELOPMENT

Professional development is a critical component in ensuring that educators are equipped with the knowledge, skills, and strategies necessary to provide high-quality education. In the secondary education sector, continuous learning and improvement are essential for both personal growth and institutional advancement. This report outlines the professional development initiatives undertaken, focusing on "Keeping Safe," the QAS Cyclic Review, Quality Teaching PD, and Building Cultural Capacity.

#### Keeping Safe

The "Keeping Safe" initiative is a compulsory professional development program aimed at ensuring the safety and well-being of all students and staff. Recognizing the importance of a safe educational environment, the whole-school staff participated in this PD on the first day of Term 4. This initiative underscores the school's commitment to creating a secure atmosphere conducive to learning and growth. By mandating this training,





the school ensures that all staff members are well-versed in safety protocols and procedures, thereby fostering a culture of vigilance and care.

### **QAS Cyclic Review**

The QAS Cyclic Review is a strategic process designed to evaluate and enhance the school's performance. This review focuses on the development and implementation of the Strategic Plan, the establishment of whole-school goals, and the provision of school improvement feedforward. By engaging in this cyclic review, the school systematically assesses its current practices, identifies areas for improvement, and sets actionable goals to drive progress. This continuous cycle of evaluation and improvement ensures that the school remains aligned with its long-term vision and objectives, ultimately leading to enhanced educational outcomes.

### **Quality Teaching PD**

Quality teaching is the cornerstone of effective education, and professional development in this area is crucial. The focus of the Quality Teaching PD was on High Impact Teaching Strategies (HITS). These strategies are research-based practices that have been proven to significantly enhance student learning. By training teachers in HITS, the school equips them with powerful tools to improve instructional practices and student engagement. This professional development not only benefits teachers by enhancing their pedagogical skills but also directly impacts student achievement by promoting effective teaching methods.

### **Building Cultural Capacity**

Building cultural capacity within the school is essential for fostering an inclusive and supportive environment. This professional development initiative included several key activities. An Action Teams Meeting was held to discuss and plan cultural initiatives. Additionally, a mentoring session with JL was conducted, focusing on the ADCOM's strategic support for administrators. This session aimed to provide administrators with the necessary guidance and resources to effectively lead and support their teams.

Furthermore, there was a handover from the School Improvement Team (SIT) of 2023 to 2024, which took place in Term 3, Week 7. During this transition, a new SIT team was selected to continue the work of driving



school improvement efforts. This handover process is critical for ensuring continuity and sustained progress in school improvement initiatives. By selecting a new SIT team, the school ensures that fresh perspectives and ideas are incorporated into the ongoing efforts to enhance the educational experience for all students.

The professional development initiatives undertaken in the secondary education sector demonstrate a comprehensive approach to enhancing educational quality and fostering a supportive school environment. The "Keeping Safe" program ensures the safety and well-being of all members of the school community. The QAS Cyclic Review provides a strategic framework for continuous improvement. Quality Teaching PD equips teachers with effective instructional strategies, and Building Cultural Capacity promotes an inclusive and supportive school culture. Together, these initiatives reflect the school's commitment to excellence and its dedication to providing a high-quality education for all students.

## ACADEMIC PROGRAM

The academic program at [School Name] for the recent term has been a dynamic and multifaceted journey, designed to support students across all year levels in their educational and personal development. This report outlines the key components of the program, including examinations, special activities, camps and trips, and celebratory events, each contributing to a holistic educational experience.

### Examinations

The examination period is a crucial time for assessment and reflection on student learning. For VCE students, the term began with two weeks of intensive revision (weeks 1 & 2), preparing them for their Unit 3/4 examinations, which commenced in week 4. These exams involved Year 11 and 12 students and were supplemented by optional study tutorials during weeks 3 and 4, providing additional support and revision opportunities.





Year 9 students started their exams in week 5, while Year 11 students taking Unit 1/2 exams began in week 6. Following this, students in Years 7, 8, and 10 commenced their examinations in week 7. Notably, this term marked the first experience of exams for Year 7 students, a significant milestone in their academic journey.

### **Pupil-free Day and Continuous Reporting**

A pupil-free day was designated for report writing, facilitating teachers in preparing detailed and reflective reports on student progress. This day also supported the school's continuous reporting system for semester 2, ensuring that students and parents received timely and ongoing feedback on academic performance.

### **Step-up Program**

The Step-up Program is designed to help students transition smoothly into their next academic year. Year 11 students participated in a three-week Step-up program, while students in Years 7, 8, and 9 engaged in a two-week program. This initiative allows students to familiarize themselves with the curriculum and expectations of their new year level, setting a solid foundation for the upcoming academic year.

### **Activity Week**

Activity Week provided a diverse range of experiences for students in Years 7 to 9, running from December 4th to 7th. This week included a variety of activities aimed at fostering teamwork, creativity, and enjoyment as the school year drew to a close. The program included an off-campus picnic on Monday, preparation for the Awards Night on Tuesday, a clean-up and sports round robin on Wednesday, and games day on Thursday. Year 10 and 11 students officially concluded their school year on December 1st, prior to Activity Week.

### **Camps and Trips**

Camps and trips play a vital role in the experiential learning and personal growth of students. Year 9 students participated in the Bogong Camp and a reflections ceremony at Mount Macedon, providing a moment to reflect on their personal and academic growth over the year. The Year 12 Celebratory Camp at Phillip Island

marked the end of 13 years of education, offering opportunities for relaxation, bonding with teachers, and reflection on their time at Gilson College. Additionally, Year 11 students had a physical education incursion, enhancing their learning through practical engagement.

### **Special Events**

Several special events highlighted the term, offering students opportunities to showcase their skills and celebrate their achievements. In Week 8 of Term 3, Year 8 students delivered ten-minute presentations on themes significant to young people, including body image, racism, inclusion, sustainability, respect, domestic violence, and respect for women. These presentations allowed students to explore and articulate their understanding of important social issues.

The school also celebrated its achievements in sports, with students representing Gilson College at the Western Metropolitan Secondary Volleyball competition. The boys' team secured first place, while the girls' team achieved second place, showcasing the school's athletic talent and dedication.

### **Celebratory Events**

The term concluded with a series of celebratory events, recognizing the accomplishments of students across all year levels. The Awards Assembly on December 1st focused on whole-school achievements and announced the prefects for 2024. The Awards Night and Year 12 Graduation on December 5th celebrated the accomplishments of Year 12 students with a formal ceremony, canapes for Year 12 families, and a graduation event for the entire school community. Additionally, the Year 12 Formal, held on November 27th at the Langham Hotel, provided a memorable and elegant conclusion to their secondary education.

The academic program at Gilson College has been comprehensive and enriching, balancing rigorous academic assessments with engaging activities, personal development opportunities, and celebratory events. These initiatives collectively support the academic, social, and emotional growth of students, preparing them for future success both within and beyond the school environment.





## CHAPLAINCY

This has been an eventful year of rebuilding, refocusing and planning for Chaplaincy. The year began with a team of three, a few months later a fourth chaplain joined the team. However, in order to have a full team, the Senior Chaplains role that was vacant for a couple of years was filled in late June.

With a new and bigger team in place better coordination, planning and refocusing has been necessary to strengthen services to provide effective and efficient pastoral care, guidance and spiritual support for the whole school community.

As the year closes, we reflect on what has been a challenging, but encouraging year, in terms of the chaplaincy team working together and how they've served within the school. From bible studies, worships, SEW's, prayer meetings, and chapels. To camps, excursions, PD's, sports and field trips, there has been positive responses and significant learnings for the team and those they have worked closely with.

### Highlights, Major Events and Achievements

- Spiritual Emphasis Weeks (SEW). Year 12's ran an amazing week with senior students leading the music, presenting powerful personal testimonies and messages. Years 7 to 10 ended with responses of students wanting to be involved in service opportunities, bible studies, prayer with teachers or chaplains, and 35 requesting baptism. The primary school enjoyed opportunities to participate in songs, prayer and stories.
- Early Learning Centre. A new initiative weekly chapel program for ELC has become a highlight for many of the young ones.
- Strengthened connection with our campus church (GCCC) We had meetings and PD's with the Senior Church Pastor. The Senior Chaplain has been invited to join the church Management Committee.
- Abide Bible - Provided by Adventist Schools Australia (ASV) for all teachers. Many are enjoying using them and we plan to use it in our devotional programs for next year.
- Four Chaplaincy PD's have taken place to strengthen team bonding, networking, strategic planning, work ethics and personal wellbeing.
- Intentional effort to engage and support parents. Parents are invited to attend weekly chapels in the primary school and serving refreshments allows us to connect with them more.

- Wednesday morning school-wide 'Purposeful Prayer' times where all staff participate in devotional prayer time allows chaplains to connect with non-teaching staff in a personal way. This is having a positive effect.
- Two chaplains have completed the Certified ASIST (Applied Suicide Intervention Skills Training) program. Important for supporting those who may need help. Others will complete it next year.
- For the first time in a while, we were able to start a Baptismal class as a response and request from students. A baptism is planned for Term 1 next year.

#### Future Focus Areas

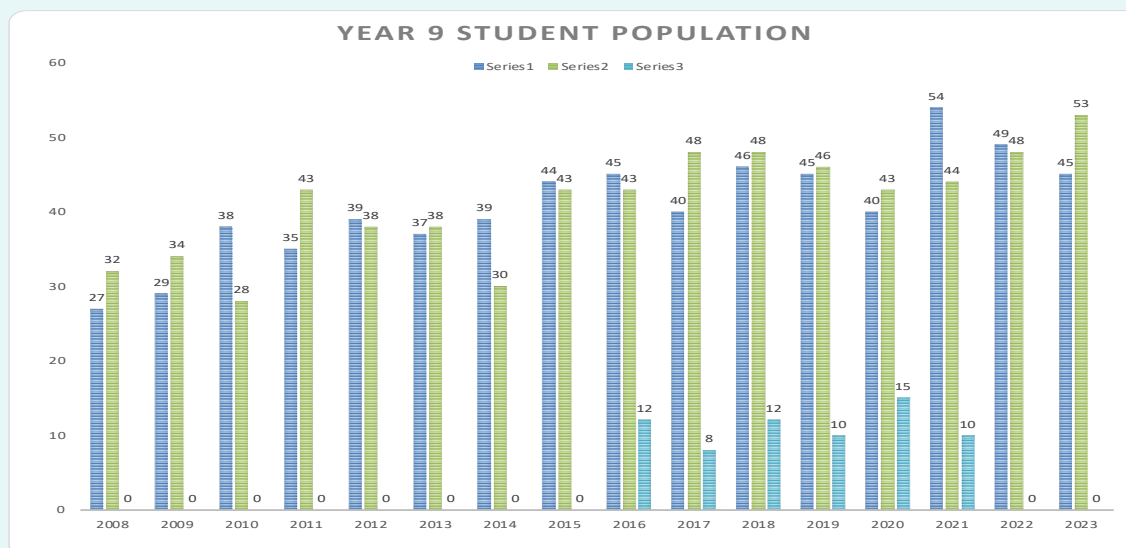
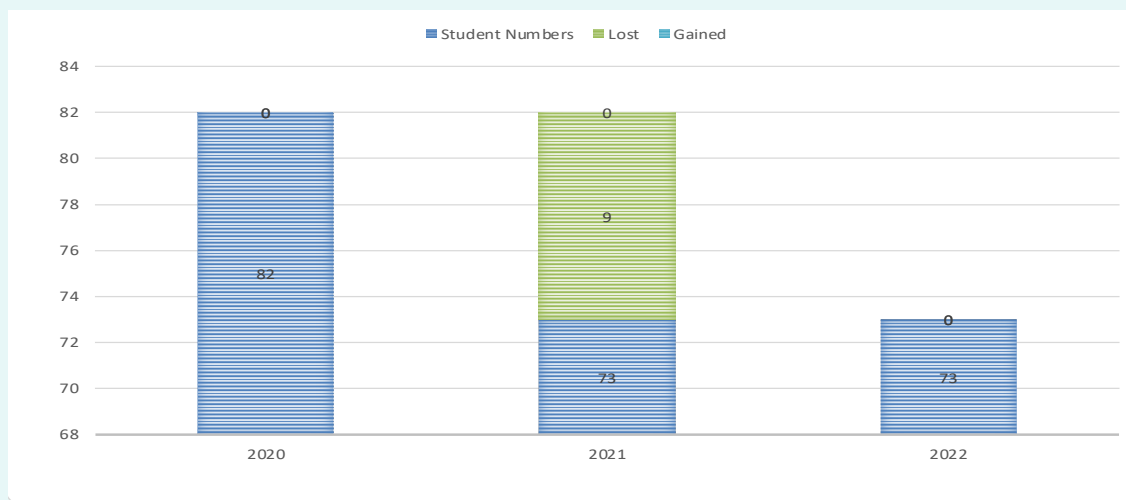
- Nurture and support for students and staff in their Christian walk towards a meaningful relationship with Jesus. Continue to pray and encourage them every day.
- Building a vibrant positive Christian values culture that impacts everyone and everything we do.
- Intentional pastoral and spiritual support for teaching and non-teaching staff
- Together with staff and students - planning and implementation of spiritual activities and programs
- Engaging the community through service projects
- Spiritual Master Plan for the School

It is our hope and prayer that students and staff will strengthen their relationship with Jesus and each other, to make Gilson College a school where everyone feels safe and excited to excel. That others connected to our school community will desire to have that experience and discover God's plan for them to live their best life.



## STUDENT ENROLMENT STATISTICS

Student enrolments have consistently been on the increase at Gilson College for some years. The retention of our Year 9 students has also remained consistent over the years. In 2023 we retained approximately 85% of the Year 9 class that began in 2020. Majority of the number we retained were students that had begun in Foundation in 2010.

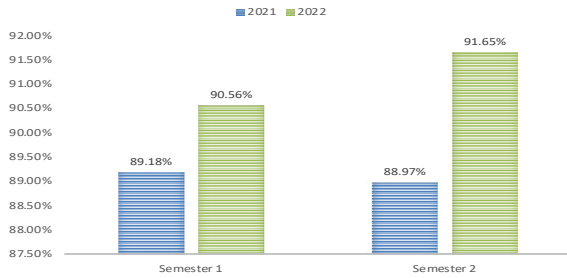


## STUDENT ATTENDANCE

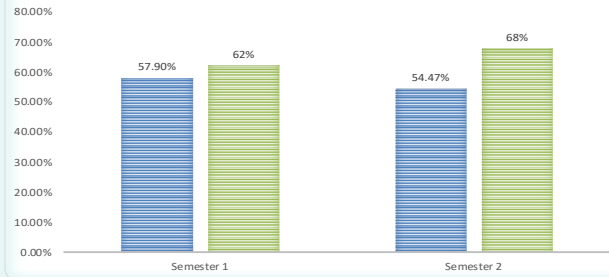
At the College, we place a strong emphasis on student attendance because we believe that regular attendance is crucial for academic success and personal growth. We understand that consistent attendance leads to better engagement in the learning process, improved academic performance, and the development of important life skills. We also recognize the importance of fostering strong partnerships with parents and guardians. We communicate regularly to keep families informed about their child's attendance and provide support to address any barriers that may hinder regular school attendance.

In 2023 the attendance rate was approximately 2% less than then 2021 for Semester 1 and remained at 89% but was 2% higher than 2021 attendance rate. The proportion of students in attendance 90% of the time at the College had also decreased and for both Semesters by 8%

**ATTENDANCE RATE**



**OVERALL PROPORTION OF STUDENTS ATTENDING AT LEAST 90% OF THE TIME**



## LITERACY AND NUMERACY

### NUMERACY

Gilson College has closely examined its NAPLAN data from 2023. Our school leaders and staff have identified that there is an ongoing need for numeracy support for our students, and a need to support our Mathematics teachers to ensure they are engaging in best practice across all classes. The whole-school NAPLAN 2023 data shows some improvement in numeracy levels, but it is evident that there are still some gaps in our students' mathematical knowledge and understanding, as well as application. Our numeracy data for Year 7 reveals that the cohort sits just above the state and national means, with 46.88% achieving one year above the expected level, 25% achieving the expected level, and 28.13% of students achieving one year below the expected level.

The numeracy data for Year 9 indicates that the cohort is on par with the state mean and slightly above the national mean. 49.44% of students achieved one year above the expected level, 10.11% achieved at the expected level, and 40.45% achieved one year below the expected level. Since the release of this year's NAPLAN data, our staff have begun to engage in professional learning to analyse the results of this testing and examine the overall trends for each year level, as well as assess individual patterns and trends from the data. Staff have used this data to track and monitor students' numeracy growth in an effort to ensure they are achieving their numeracy goals, reaching important national benchmarks and are showing growth in their numeracy understanding as they progress through their high schooling years. Staff will continue to engage in comprehensive analysis of this data, and will continue to undertake additional assessments, to further improve their teaching pedagogy and improve student outcomes.

Through our Targeted Tutoring Program, our school-based tutors and permanent Educational Support Officers (ESOs) have provided support to students who need additional numeracy assistance on a small-group and one-to-one basis. Our numeracy lunchtime club is also continuing to run two days a week so that our students can seek additional numeracy support from our Mathematics specialists. In addition to this, students can also seek numeracy support through our afternoon study centre program that runs each weekday. Going forward, the college will continue to place a strong focus on strengthening numeracy support to ensure that all students gain the fundamental skills necessary to achieve success and make a positive contribution to the world around them.

## LITERACY

### NAPLAN - Writing

The 2023 whole-school NAPLAN results for writing highlight growth in this area, with 50.15% of students one year above the expected level, 31.83% at the expected level, and 18.02% one year below the expected level. This year's Year 7 students are excelling at writing, with the cohort achieving significantly higher than the state and national means.

The data reveals that 50.52% of these students are one year above the expected level, 23.71% are at the expected level, and 25.77% are one year below the expected level. Our Year 9 cohort has similar results for writing, and again, scored significantly above the state and national means. 55.44% of our Year 9 students are one year above the expected level, 20.65% are at the expected level and 23.91% are working one year behind the expected level. Although, many of our students performed well in their NAPLAN writing test, these results highlight an ongoing need for our teaching staff to continue supporting all students at the individual point of need.

There has been a strong emphasis placed on the importance of staff assisting students who are above the expected level with extension/higher order thinking tasks, whilst continuing to provide rich learning opportunities for those students who are achieving at the expected level and providing targeted literacy interventions for those students working below the expected level. Staff in the English Department are continuing to meet together regularly to discuss emerging patterns and trends from our testing data, and have worked to ensure this data is used to improve their teaching pedagogies. Our Targeted Tutoring Program and ESOs, are continuing to work with students needing additional literacy support on a small-group and one-to-one basis. Our literacy lunchtime club runs three days a week so students can seek additional support from our English specialists.







### **NAPLAN - Spelling**

The 2023 NAPLAN data indicates that the college as a whole performed quite well in spelling, with 56.03% of students achieving one year above the expected level, 25.6% at the expected level, and 18.37% one year below the expected level. In terms of the secondary school breakdown, the data from our Year 7 cohort shows that they are significantly above the state and national means, with 59.79% scoring one year above the expected level, 18.56% at the expected level, and 21.65% one year below the expected level. Our Year 9 spelling data reveals that they too scored above the state and national means, with 60% achieving one year above the expected level, 17.78% at the expected level, and 22.22% one year below the expected level. To improve student's spelling going forward, spelling will continue to be an integrated focus in each learning area across the curriculum, and in particular in our English classes, through fortnightly spelling tests in the junior school.

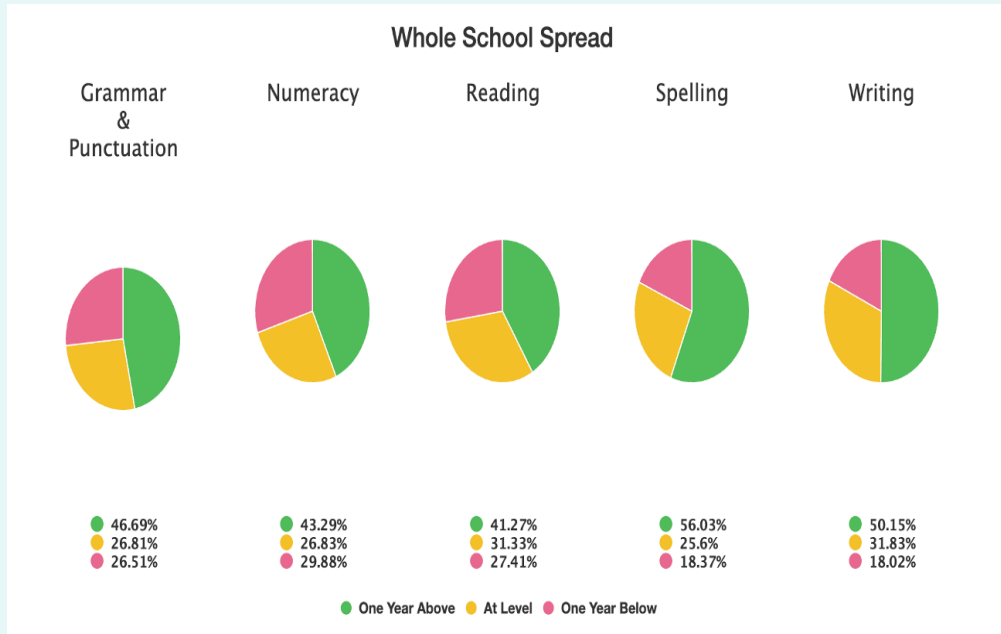
### **NAPLAN - Reading**

Our whole-school NAPLAN results for reading indicate that this is an area that can be improved upon, with 41.27% of our students scoring one year above the expected level, 31.33% scoring at the expected level, and 27.41% scoring one year below the expected level. Our Year 7 reading data sits just above the state and national means, with 48.45% scoring one year above the expected level, 15.46% scoring at the expected level, and 36.08% scoring one year below the expected level. Our Year 9 cohort achieved slightly above the national mean and was on par with the state mean. The data highlights that 46.67% of Year 9 students achieved one year above the expected level, 22.22% achieved at the expected level, and 31.11% achieved one year below the expected level. The large percentage of Year 7 and Year 9 students who scored one year below the expected reading level is concerning, and will be focused on through our targeted literacy interventions.

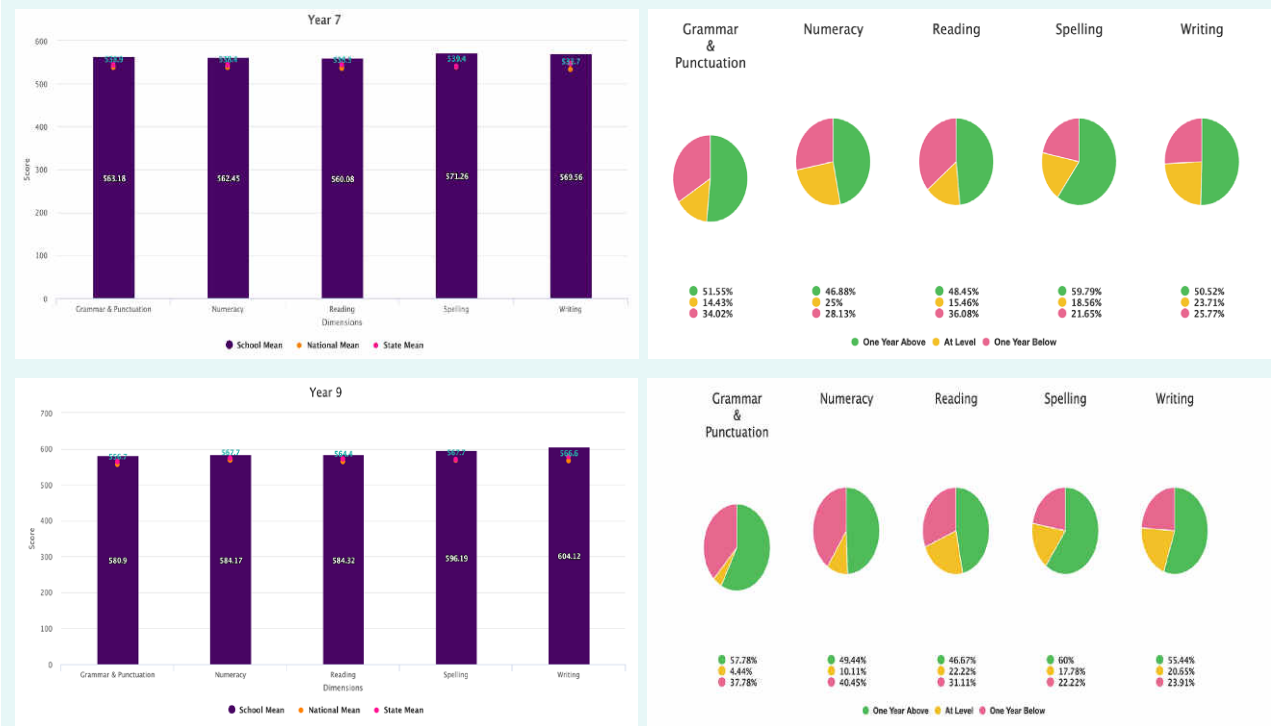
This data indicates a strong need for all staff members to promote reading and be proactive in providing opportunities for students to actively engage with reading, writing and speaking about texts. Every student in Year 7-12 will continue their daily reading through our allocated and timetabled 'reading time' which is administered for 15 minutes each day after lunchtime.

## NAPLAN - Grammar and Punctuation

Our whole-school data for grammar and punctuation shows that 46.69% of our students scored one year above the expected level, whilst 26.81% scored at the expected level, and 26.51% scored one year below the expected standard. Whilst our Year 7 and 9 cohorts both scored above the state and national means for grammar and punctuation, there is still an ongoing need for further support in this area as a large proportion of students are falling behind in this domain.



Our Year 7 data indicated that 51.55% of students achieved one year above the expected average, 14.43% achieved at the expected level, and 34.02% achieved one year below the expected level. Our Year 9 data revealed that 57.78% of students scored one year above the expected level, 4.44% achieved at the expected level, and 37.78% of students scored one year behind the expected level. This data, along with other assessment results, will be used by the English department and the wider staff body to identify students who need targeted intervention, support and extension.



## SENIOR SECONDARY OUTCOMES

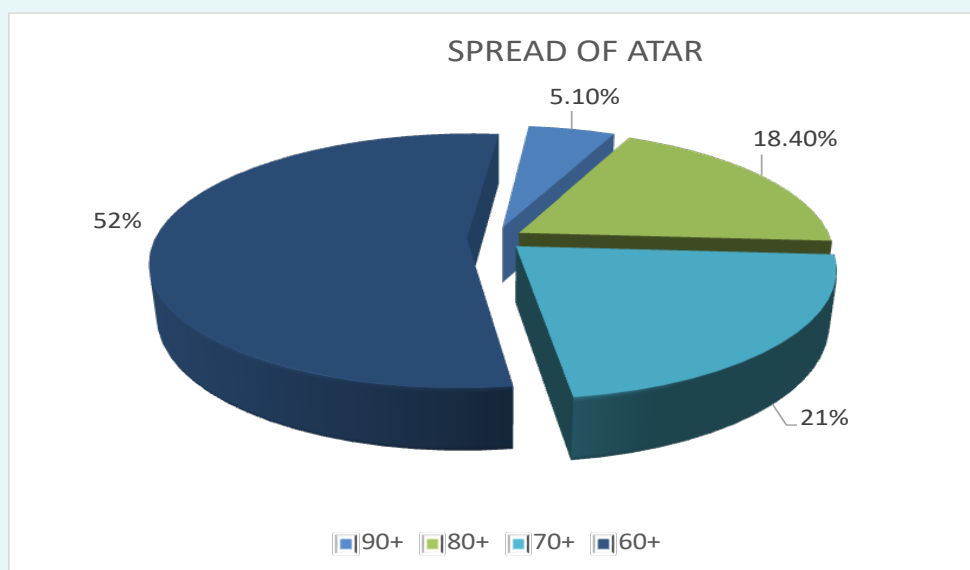
The College has always been committed to providing a comprehensive and enriching education that prepares our senior secondary students for successful futures. Our focus extends beyond academic achievement to encompass holistic development, fostering well-rounded individuals ready to thrive in an ever-evolving world. As always the College is proud of our VCE students and their achievements.

2023 has witnessed our students, yet again, cultivating new levels of independence, and demonstrating an overwhelming commitment to reaching personal bests.

Congratulations to all Gilson College students for their unyielding determination and remarkable resilience. They have not only weathered their own personal challenges throughout this year but are now poised to savour the fruits of their labour, holding their heads high with the assurance that their efforts were not in vain. As we look beyond Gilson, we eagerly anticipate the positive changes each student will continue to create in their lives. As young adults and future innovators, we are particularly excited to witness how they choose to impact the communities they will serve.

In 2023 Liam Camilleri was Gilson's top VCE VM student who received the Certificate of Honour VCE VM Award for 2023 and Samantha Taafuli as Gilson's top VCE student for 2023 with an ATAR score of 99.05. We also acknowledge the Dux of 2022, Elon Dzadey and Aiden Augustine for scoring a tied 92.4 ATAR result.

Here are the results for our Senior Secondary School:



- 5.1% of ATARs scored above 90 (in the top 10% of the state)
- 18.4% of ATARs scored above 80 (in the top 20% of the state)
- 21% of ATARs were 70 and above (in the top 30% of the state)
- 52% of ATARs were 60 and above (in the top 40% of the state)
- The Gilson College median ATAR is 67
- 100% of our current students completed their VCE certificates
- 100% of our current students completed their VCE VM certificates

The overall results reflect the commitment and diligence of all our students over many years at Gilson College. In partnership with our parents, our sincere thanks must go to our outstanding team of teaching and professional staff for their expertise, dedication and support of our students, not just at the Year 12 level, but throughout each student's entire Gilson journey. We also acknowledge the 18 students who have been at Gilson College from Foundation to Year 12 and take this opportunity to thank parents for this deeply valued and enduring partnership.

Looking to the future of all our students, whether they choose to attend a University, a TAFE, pursue a degree, diploma, embark upon an apprenticeship, or join the workforce, we know that our staff and parents are committed to enabling each student to achieve their absolute best.

Finally, we also recognise that our students are more than the sum of their academic results and are confident they enter the next stage of their lives well prepared to take on challenges with courage, compassion and curiosity. Once again, we congratulate each member of the Year 12 Class of 2023 and wish them all the very best for their future endeavours.





## SECTION 6 - COMMUNITY FOCUS

### SCHOOL IMPROVEMENT SURVEYS

The College values the input and perspectives of our students, parents, and staff. Therefore we are committed to continuous improvement and ensuring that our College meets the needs of our community. To achieve this, each year we conduct a school improvement survey to gather feedback and insights that will guide our future initiatives

The School Improvement Surveys are key tools that provide our school with data from staff, students and parents to assist in understanding how well our College is operating. The information derived from the surveys help our school to improve the people management and work practices that drive staff wellbeing, motivation and performance.

As a Christian school we have the responsibility to ensure that we raise quality, achieve excellence and deliver the best possible outcomes for our students and families.

Our community feedback is invaluable in helping us identify areas of strength and areas that require attention. Survey results will support our strategic planning and assist in making informed changes that will enhance the overall experience for our students, parents, and staff.

We thank our community for taking part in the survey and contribute to the ongoing growth and improvement of our school community. Together, we can create an environment that fosters academic excellence and growth.

## SECTION 7 - CONCLUSION

As we conclude another remarkable year at Gilson College, we take great pride in reflecting on the achievements, growth, and positive impact we have made within our school community. This annual report serves as a testament to the collective efforts of our dedicated students, committed teachers and supportive parents.

Throughout the year, we have witnessed countless milestones and accomplishments that have shaped the educational experiences of our students. From exceptional academic achievements to outstanding performances in extracurricular activities, our students have showcased their talents, resilience, and commitment to excellence.

Our team of teachers have played a pivotal role in nurturing the growth and success of our students. Their dedication, innovative teaching methods, and unwavering support have empowered our students to reach new heights academically, emotionally, and socially.

We extend our heartfelt gratitude to our parents and guardians for their unwavering support and partnership. Your involvement in your child's education, active participation in school activities, and support of our initiatives have been instrumental in fostering a strong home-school collaboration that benefits our students.

Looking ahead, we remain committed to providing a nurturing and inspiring learning environment that prepares our students for the challenges and opportunities of the future. We will continue to invest in innovative programs, current facilities, and professional development opportunities for our teachers to ensure that our students receive a well-rounded education that prepares them for success.

Together, we will continue to foster a culture of growth, inclusivity, and excellence, where every student can thrive and reach their full potential. We are excited about the possibilities that lie ahead and the continued positive impact we will make as a school community.

Thank you for your unwavering support and commitment. Gilson College continues to be a place where students can feel safe and secure, where staff can feel supported and enriched, and where families can be a part of something larger and more permanent than themselves. That has always been the vision, and the results are as always, people of integrity and Christian character.

