

*Gilson College*

**ANNUAL  
REPORT  
2018**



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## SECTION 1 - OVERVIEW

### INTRODUCTION

*Gilson College aims to be the premier provider 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 the past 30 years. From humble beginnings the College has grown to an enrolment, as of 2019, of around 1300 students on two campuses 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 - through excellence in education, to develop people of integrity and Christian character.*

### 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 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

*Whenever one looks back in time and pauses to reflect on a job that has been done, it is important to acknowledge that it is a team effort. 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 like to thank our parents, our students and our teachers for their continuing efforts and support throughout the year.*

*There is the significant number of non-teaching staff (bus drivers, IT, aides, admin / office, uniform, canteen, OSHC and grounds / maintenance) who also ensure that the processes and protocols of an organisation run smoothly.*

*On the Taylors Hill campus we have over the past few years been adding an additional class at each level, and while this growth has now been capped we are still endeavouring to make additional spaces available to provide for our students. Plans are underway for our Year 7/8 complex to be upgraded and this will provide an additional indoor space for students during inclement weather. This year we have worked on plans for the development of the land behind the Eco-science centre and for the establishment of an Early Learning Centre. We look forward to seeing the work done in this space being realised.*

*On the Mernda campus, we have also seen an increase in student numbers to 199, which is a fantastic increase from our initial 48 students. During 2018 we were able to begin using the new middle school building and these additional classrooms for the secondary and the new library for the entire school were greatly appreciated.*

*As a result of the new library being completed we were able to convert the old library into a uniform shop and this has allowed us to expand our stock and offer a better service to our College families. On infrastructure we have been challenged by road works both on Bridge Inn Road, and on the future Grafton Street which is adjacent to our eastern boundary. We are looking forward to seeing this situation resolved to allow for an improved aesthetic appeal to our College entrance.*

*In 2018 we had 69 graduates complete their schooling and make their way into a new chapter of their lives. Joyce Wu (97.5) has the distinction of being our 2018 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 almost 40% of the students receiving an ATAR above 70, 22% above 80 and 11% attaining a score of 90 or more. All of the students in the 2018 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 2018 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:*

*Tyson Dunne - moved to a sister school in NSW*

*Madison Dunne - moved to a sister school in NSW*

*Jaz Lynch - moved to a sister school in WA*

*Ken Wade - retirement*

*Tony Robinson - retirement*

*Marcia Robinson - retirement*

*Cherie Kilburn - retirement*

*Hubert Krause - retirement*

*Stefanie Luszczak - maternity leave*

*Stefanie Goosens - maternity leave*

*Kathleen Bourjaili - maternity leave*

*Brittany Hudson - maternity leave*

*Kat Wright - one year leave*

*Peter Schuller - one year leave*

*Scott Woollard - other employment*

*Ledion Gjkola - other employment*

*On the Mernda campus we farewelled:*

*Dianne Hillsdon - moved to a sister school in NSW*

*Cherie Keath - maternity leave*

*Inter-campus transfers*

*Joanna Starrett - TH to MD*

Mark Bergmann – TH to MD

*With all those retirements and maternity leave changes now behind us, we are excited about 2019 and the team is looking forward as we plan for our students' growth. 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 are able to handle the challenges of life in the 21st century.*

*Mark B Vodell, Principal*

## FINANCIAL REPORT

*The financial health of Gilson College is continuing to be sustained due to sound management and God's blessings. The answer has repeatedly lain with the dual goals of maximizing income and minimizing expenditures – whilst still offering quality Christian Education. For 2018 all financial benchmarks for accounts payable, accounts receivable and budgetary guidelines were met.*

*A significant and major source of income continues to be the parents or families who fund their child's education. At approximately 25% school fees and related income enable the College to be a place where quality, values, relationships and 'that little bit extra' separates it from the schools that surround it. This is consistent with previous years.*

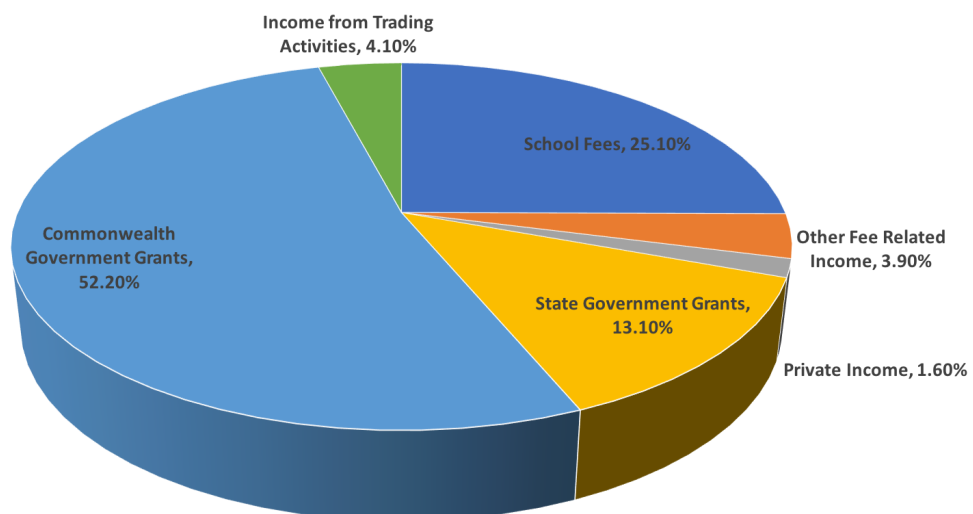
*The largest expense has always been paying for the expertise of staff, with salaries, allowances and staff related expenses at 58%.*

*The other major expense, property and building expenses (12%), provides for the physical needs of staff and students. The College community is proud of their campuses and have invested much effort into making them comfortable, beautiful and safe places to educate their children.*

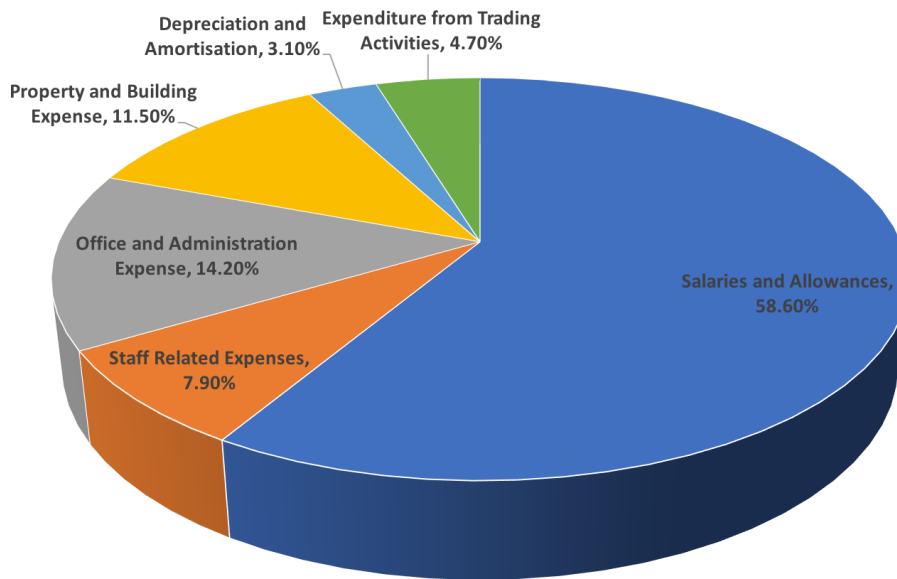
*Both areas (staff and property) are directly linked to the growth of the College and will be expected to increase as the College continues to grow. This, of course, will be linked to increased income.*



**INCOME**  
Taylors Hill and Mernda Combined

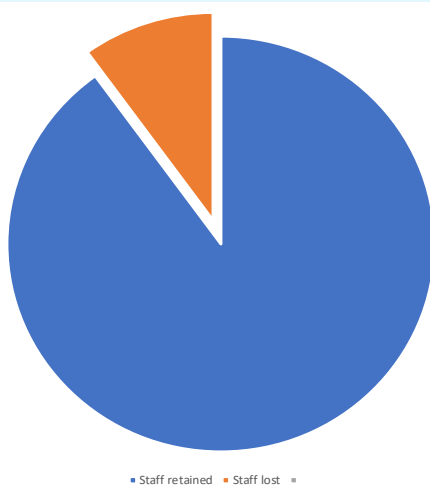


**EXPENDITURE**  
Taylors Hill and Mernda Campus Combined



**SECTION 2 - PROFESSIONAL FOCUS**

**STAFF RETENTION**



*The ability of College leadership to retain staff is indicative of satisfaction levels, staff College retention for 2018 has remained the same from 2017. At the end of 2018, 18 staff left the College (both campuses included), out of a total of almost 110. This provides a retention rate of 84%, which indicates that the rate that has been fairly consistent over the last few years.*



*The most common reasons for leaving the College in 2018: retirement, making a career change, travelling, starting a family and moving to a different school.*

**STAFF QUALIFICATIONS**

*The staff at Gilson College are highly qualified professionals, with the vast majority having a university degree, and many having multiple other professional qualifications. The table below compares the qualifications of staff in 2018 to the previous year - the main difference being the increase of specialisation in the Secondary Area.*

*Staff at the College are encouraged to continue their professional learning with inducements offered and time within the program available for further study. For this reason many staff are undergoing further study.*

Teacher Qualifications	% of Total 2017	% of Total 2018
Doctorate	2%	2%
Masters	8%	4%
Bachelor of Arts	7%	9%
Bachelor of Music	1%	4%
Bachelor of Science	7%	3%
Bachelor of Business	1%	2%
Bachelor of Commerce	1%	1%
Bachelor of Education	55%	57.5%
Bachelor of Emergency Education	1%	1%
Bachelor of Teaching and Learning	3%	4%
Bachelor of Sports Management	1%	1%
Bachelor of Sport and Outdoor Rec & Bachelor of Sport Science	2%	2%
Bachelor of Ministry	1%	1%
Post Graduate Diploma	-	-
Diploma in Education	2%	4%
Graduate Diploma in Education	4%	2%
Other	5%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>

## PROFESSIONAL LEARNING

*Hargreaves (2011) states professional learning is not an end in itself; it is, or at least it should be, a means to an end and that end is improved student learning outcomes. The prime object is to improve what teachers and school leaders do, not merely what they know.*

*'For teachers and school leaders to continue to meet the needs of all young Australians, there must be effective professional learning to support and enhance teachers' and school leaders' knowledge and practice throughout their careers. Effective professional learning is undertaken in supportive and collaborative school environments and most effective when it is relevant, collaborative and future focused.'*

*Ref: The 'Australian Charter for the Professional Learning of Teachers and School Leaders', AITSL, August 2012.*

*At Gilson College, Taylors Hill, we have worked consistently over many years to develop a robust professional learning culture (PLC), and this practice continued successfully during 2018.*

*Our professional learning and development purpose continues to be the ongoing development of*



*leadership and staff capacity to effectively impact student learning and achievement.*

*In 2018 we maintained our longstanding focus on whole-school Professional Learning (PL) to:*

- The use of student learning data, teacher appraisal goals and school improvement recommendations to set whole school PL goals;*
- Acknowledge our sustained journey of working together in a professional learning community (PLC), and in small teams, by expanding our understanding, and appreciation of collaboration to develop teachers' practice, knowledge, skills in their learning areas and at every year level.*

*Our choices for professional learning foci continue to be informed by evidence and data, and are referenced to the three characteristics of Professional Learning as described in the AITSL 'Australian Charter for the Professional Learning of Teachers and School Leaders', (Relevant, Collaborative and Future Focused), as well as the Australian Teacher Professional Standards.*

*In 2018 the professional development initiatives were:*

- Consultant, Lisa McNeice, who worked with the Secondary Head of School, Learning and Teaching Coordinator and Department Heads to engage teachers in enhancing of delivery of the Years 7-10 Australian Curriculum learning areas;*
- ISV Learning Support network leaders Elspeth Adamson engaged our Learning Support Coordinators in PL through their Learning Support network;*
- Primary teachers completed PL with Michelle Hutchinson to enhance their knowledge and skills for the rollout of new initiatives in the Primary English curriculum;*
- The College continued to provide professional learning in the use of Cued Articulation for Foundation to Year 2 teachers and English Literacy Coach;*
- Partnership with Monash University Consultants who worked with the Primary Mathematics Coordinator to enrich teachers' delivery of primary mathematics;*
- All leaders and teachers participated in ongoing development of their knowledge, understanding and application of ASV's student well-being initiatives: Positive Behaviour For Learning (PB4L), and Keeping Safe: Child Protection Curriculum;*
- Consultant, Kelly Moore supported the school in the integration of Digital Technology into the curriculum;*
- Primary Level leaders were provided with a range of internal PD to help develop their leadership capacity and ability to lead their PLC;*
- Year 5-6 teachers participated and were supported by our internal Math Pathways expert in online coaching to help with the implementation of Math Pathways;*
- Speech Therapist, Nina Pastore worked with teachers in the Primary school to implement the 'Zones of Regulation' to support students in their regulation of their emotions;*
- Senior leaders continued to focus on developing teacher-leaders as leaders of their teams;*
- The registration process to be accredited to begin VCAL in 2019.*
- Learning support for staff and students in Secondary*

*The College continued its well-established and successful Action Research (AR) program, where leaders and teachers, as lifelong learners, operate outside their comfort zone to trial and embrace new teaching strategies and ideas into their daily practice. Once again, in a culminating event, teachers*



presented their AR findings to an audience of their peers and guests; this year in a successful workshop format.

Among other whole school goals, our AR program focuses aligned with our wider school 2018 Mathematics, English and Student Wellbeing goals, based on the needs arising from teacher assessment, NAPLAN and PAT data.

Our Primary and Secondary Leadership, Learning and Teaching, English, and Mathematics teams, each of which has a strong learning and teaching focus, regularly lead whole school or smaller teams in professional learning sessions related to students' needs in all learning areas.

Providing time for on-going PL is essential so the College Leadership Teams. They continue to protect time for professional learning, where agendas for our two after-school staff 'meetings' each week are focused on our PL goals. During school-hours department and level meetings are also focused on developing teachers' capacity and planning for teaching and learning.

Depending on needs we also regularly release learning area teams or year level teams during school hours to work with our learning coordinators, department heads and our consultants – for full or half days, or a few periods at a time.

Finally, it is noted that in addition to whole-school professional learning initiatives our teachers' capacity is also developed through their participation in individually chosen professional development programs and conferences that are focused in their learning areas, on their personal appraisal goals, or educational interests.

Gilson College continues to be proud of its professional learning program, which enables us to support the development of effective learning and teaching practice, with the aim of continuing to impact positively on our students' achievement.

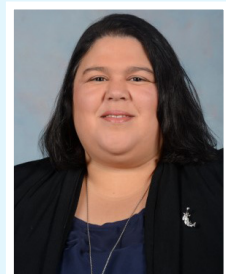
## SECTION 3 – STUDENT FOCUS

### PRIMARY – TAYLORS HILL

Our Primary school a fun and engaging learning environment where students are encouraged to explore, think, grow, reflect, learn and serve. It is a place where Christian Values are explored and promoted through learning experiences in our varied programs. The Adventist Identity of our school is a unique part of our ethos that promotes our students to develop a loving relationship with Jesus. Our year commenced with a dedication Chapel committing our work and year to God inviting him into our school.

Our teachers continued to look at data and were encouraged to continually reflect on their teaching practice in order to develop their own expertise further. As part of our Professional learning Community all teachers are engaged in Evidence Based Observations or walkthroughs that support reflective practice including observations from peers through peer coaching. In 2018 all Primary teachers were involved in using the ASV Appraisal process or the VIT registration process of newly qualified teachers.

Our teachers continue to be engaged in ongoing reflective conversation and practice within teams and



across the Primary school around areas that are highlighted through our data and we have continued to grow leadership capacity across the school. Our teacher aides are also part of a process of continued learning through an appraisal process and regular professional learning opportunities.

Through the use of our Quality Adventist Schools (QAS) and Insight SRC data our main focus in 2018 was again Student Welfare. The introduction of the PB4L Positive Behaviour for Learning Tier's in 2016 saw us achieve PB4L Tier 1 Fidelity in May of 2017, further training and the introduction of a Tier 2 team and strategies in 2017 continued into 2018 where we reached Fidelity at Tier 2 level. In 2018 saw the completion and implementation of Tier 3 strategies and specialised support programs being rolled out. The inclusion of a Wellbeing Coordinator to the College in 2018 has richly enhanced our school providing a range of support services as well as proactive practices and education for students and teachers. In 2019 we wish to continue developing this for our parent community. Teachers and students continued to develop and reinforce our 3Rs Respect, Responsibility and Resilience. At the end of the year teacher recognition of the 3Rs had increased. In 2019 we will be reviewing our Tier 3 processes and aiming to reach Fidelity again.

2018 saw all teachers implementing the KS:CPC Keeping Safe: Child Protection Curriculum providing students with an understanding of their rights but equipping them with a language and a voice to report behaviours that are unacceptable. The inclusion of lunch time clubs continued to provide a structured place for students to engage in a variety of activities. (art, sport, games, constructions etc).

Our learning focus for academic subjects in 2018 was to continue to develop the Prep Literacy Project in the early years and to continue to develop the Maths workshops and strategies for real-life hands on Maths. In 2018 Year 5 and 6 teachers implemented the Maths Pathways program. Level leaders have also been trained in SMART Spelling and have implemented this in their classrooms with great success in 2018. Teachers continue to sustain and develop Visible Thinking and formative assessment practices that have been long embedded within the habits of teacher pedagogy. 2018 saw a review of our

practices and processes around teaching and learning ensuring all planning and units of work are up to date.

Gilson Primary students display exemplary attitudes and engagement in school life supported by a caring and committed teaching team. Each year we are amazed by the individual growth in all areas of their school life and the continued commitment to improvement and quality learning displayed by all teachers.

Gilson Primary students were involved in a range of sports events during 2018: the annual Gilson Swimming Carnival, ASV



*Combined Sports Years 1-6 Sports, ASV Soccer and Basketball competitions, SSV Cross Country, CSPSSA Interschool Sports basketball, soccer, Athletics, and the CSPSSA Summer Interschool Sports Competition. Students also participated in number of community activities that promoted being active such as, National Walk Safely to School Day.*

*Learning events that were significant during 2018 were the annual Maths Olympics, STEM Days, Book Week, French cultural infusion evening and Alliance Francais Competition.*

*Learning outside the classroom included trips to: Melbourne and Werribee Zoo, IMAX, Museum, Aquarium, Re Think Recycling Centre, Science Works, Canberra Tour and Sovereign Hill camp, Art excursions and Pollywoodside.*

*Incursions included: Antarctica, Drug Education, Forensic Science, Graffiti, Toys, History' Puberty Clues.*

*One highlight was a team of students in Year 4 led a 'War on Waste' in our playground making a big impact on the waste and how to recycle and reuse materials rather than landfill. This student led initiative has had a big impact on staff and students who now are looking for permanent ways to reduce, reuse and recycle in 2019.*

*Other events included our Biannual Primary Concert. This year was a BIG DAY OUT theme in which students performed on several stages around our campus with busking, face painting, food vans and community connection. Student shared their musical and movement talents with the school community for a wonderful day out. Students also celebrated Multicultural Week F-12 once again highlighting the wonderful diversity represented at our school, the event involved cultural groups performances, drama, dance and singing.*

*The student Leaders, including our school captains once again attended the National Young Leaders Day conference. Our Student Representative Council (SRC) raised money for a number of charities, which included our own mission project Myanmar.*

*Award night was a celebration of the year of learning and achievement of students. PE, Choir and Band performances were well received by parents and friends. It was pleasing to see the continued growth each year of the Primary captains as they respond to their call to leadership outlining the year events in great detail.*

*In 2018 our significant change was the introduction of a Wellbeing Coordinator into the College,*





*which supports all students F - 12 in supporting them with a variety of wellbeing supports and programs to assist in a positive school experiences. This has seen the development of several processes and procedures to add to our existing student wellbeing services. Students now have an advocate who support them with their needs. In 2019 we aim to develop help for families and our parent community to continue to foster home and school connections.*

*We were pleased to congratulate three teachers who successfully completed their VIT induction process in 2018.*

*Mrs Delvin participated in one Cyclic Reviews as part of the Quality Adventist School Framework and is a member of the QASF review Team in 2018*

## SECONDARY – TAYLORS HILL

*This has been a very exciting year for Gilson College. We have seen an ongoing need not only to provide excellent academic programs for our students, but to provide for the students who want to seek alternative pathways for a career. As the school, has grown, we have also seen an increase in the number of young people, who want to continue their education at the College, with different options that provide opportunities to successfully seek alternative pathways.*

*Over the past twelve months, we have been looking at the possibilities of introducing the Victorian Certificate of Applied Learning (VCAL), and have been investigating the requirements to be able to offer this alternate pathway for our students. As the school is already registered for VCE with the Victorian Registration and Qualifications Authority (VRQA), all we were required to complete was a submission to the Victorian Curriculum and Assessment Authority (VCAA) by 30th June, 2018.*

*Mrs Katerina Crichton, who when presented with the idea, was very keen to see such a program at Gilson, began working with a team of four. Mrs Crichton lead a team consisting of herself, Anne Togafau, Hannah Warner and Bronwyn Cowled, to put into place the submission. Together they worked, developing policies, and programs as outlined in the documentation that VCAA provided. We proudly have this completed and produced both an electronic copy and a well organised portfolio.*

*There was great excitement when we heard from the Victorian Curriculum and Assessment Authority, in October, that we were successful in our application and that we would be able to run the VCAL program at Gilson College from the commencement of school in 2019. Mrs Katerina Crichton, has spent*

a great deal of time in the last few weeks of 2018, preparing for the program for students in 2019.

Once this announcement was made, we have had a number of students and families speak to us about their interest in being a part of this program. It is expected that we have 20 plus students across Year 10, 11 and 12 participating in the Vocational Training that VCAL provides, assisting young people with developing work place skills and knowledge and the ability to make choices around their lifelong learning that is meaningful to them.

Heads of Departments have had several meetings, where we have been working and learning in collaboration, to lead out teams into the 2019. Time has been spent learning more of the Transformation Teaching Framework lead by Sandra England. The professional learning that has taken place empowered the Heads of Departments to plan purposefully with department staff, where we will purposefully be planning to embed 'Special Character' into all learning areas. Group time has been allocated during protected time to continue working on programs and curriculum to not only add Special Character but also differentiated planning into all learning areas.

The Arts Department has been busy through out the year, with projects that have been used for some of the major events that occur during the year. The Art Rooms have been created where each Year 7 student contributed a square to make a beautiful art installation for Spiritual Emphasis Week.

The musicians of the Arts and Drama Department, were instrumental in the entertainment that was provided for the Primary School Big Day Out. Our bands, singers, choirs and individual artists performed



through the day as buskers, main events and general music in public areas. Their skill and professionalism was greatly appreciated by many families who spent a fun day at the school. The Music department also took the Year 7 students for an excursion into the city to introduce them to the orchestra. Students enjoyed the experience of learning more about the instruments, and how they all work together to create the wonderful sounds of the orchestra.

The Humanities Department have embarked on a journey to make meaningful and rich learning experiences for all students. The teachers of this department have a desire to spark a passion for lifelong learning in their students. Year 7 students presented their learning to students, teachers and parents in the Ancient Civilisation Presentation. Students created amazing models and oral presentations of their chosen Ancient Civilisation from Egypt, Greek and China.

Year 8 Humanities students created illuminated manuscripts of the Bible, as a part of their medieval studies. They learnt more of how stories may have been recorded for posterity. Year 10 International and Legal Studies students worked together in groups to create short videos of current social issues they feel passionate about. The "Mix It Up" program was run in partnership with Victoria University and Melton Shire, where a workshop was hosted by recent Law Graduates, giving students the opportunity to engage in conversations and activities based around prospective jobs in the field of law, justice and politics.

Year 11 and 12 Geography students undertook Field Trips to the Melbourne CBD and Docklands. In the CBD they gathered data about the main tourist attractions to analyse the social, economic and environmental impact of tourism. The Docklands visit was to examine Urban renewal, exploring the current land uses and analysing how it has changed over time, and how the renewal has transformed the area from an unused industrial port and wasteland into a vibrant, modern day residential and recreational hub.

Year 11 and 12 Legal Studies students also enhanced their learning with visits to the Melbourne Court. During this excursion students were given the opportunity to sit in a variety of cases and were

able to meet with a local magistrate who gave them a detailed overview of the court system. While the Year 12 students learned a great deal from the Victorian Law Reform Commission (VLRC), where they learned more of the role of the VLRC, parliamentary committees and Royal Commissions.

The Science Department continues "to foster curiosity and critical thinking by developing students understanding of science processes and skills." Year 7 and 11 students experienced excursions to Zoo, where they were looking at



a variety of species of animal. Year 12 Physics experienced Lunar Park analysing the physical forces. Year 11 and 12 Chemistry students visited La Trobe University, where they used instruments to conduct scientific experiments in a commercial lab.

Investment and use of resources have been maximised in the learning of Science. More electronic resources have been added to the Science Department to enhance the learning and data collection for scientific experiments. A new unit of study has been developed in Year 7 science, where students have not only learned more about our solar system, inquiry was built into this unit, as students learned a little more about the physics of rockets and space travel, as they constructed and launched their own rockets.

The Science Department also hosted and mentored number of Avondale College students to complete their work placements, including a final year teacher. Both the students and teachers appreciated the efforts these enthusiastic young people, as they prepared and presented classes to both senior and junior science students.

The Maths Department has continued to grow. The Maths Pathway program has been extended to include all the Year 8 students. This has meant that additional teachers have had to be trained to extend this program. Teachers have been provided with professional development, along with working in collaboration to plan. An ongoing challenge for the team is to develop Rich Learning Tasks that work hand in hand with the Maths Pathway and add meaning to students through more practical mathematical tasks. The teachers have continued to work collaboratively to develop programs and learn more about Maths Pathways. This support from team members has been important, especially with the challenges of learning and provide meaningful assistance for Maths Pathways. Teachers continue to update their programs and marks books on SEQTA, providing valuable feedback to parents and students about their learning.





*The VCE Maths program continues to do well. There are two strong classes of Maths Methods students and two classes of students completing General and Further Maths in Year 11 and 12. VCE teachers also gained some excellent professional development that is offered by the Mathematical Association of Victoria workshops through out the year.*

*The English Department has continued to work in teams to improve the programs for each year level, including incorporating 'Special Character' in their curriculum. Senior students in Year 11, who studied 'Othello', and Year 12, who studied 'Measure for Measure', were provided with incursions around Shakespeare. During these incursions, they learned more about the language conventions, the characters and the varying themes in the Shakespeare on play that they were studying.*

*The Design and Technology Department continues to grow. All students in Year 7 and 8 experience all facets of this department; textiles, timber, food and metals. As they move into the more senior years they can select their options. In Year 9, there was full class of 16 in Design and Technology, and two full classes of 20 studying Hospitality. In Year 10 there was also a full class of 16 in Technology, and again two full classes of 18 and 19 completing Hospitality. Twelve students completed Units 3 and 4 Hospitality in Year 11 while 14 students studied Year 11 Design and Technology and 9 students completing Year 12. The school has also invested in a Computer Controlled Router.*

*All Departments have been working and growing together. With increasing amounts of the school protected time on Tuesday and Wednesday being spent on curriculum development, Units being added to SEQTA and SEQTA being increasingly used to provide valuable feedback to students and parents. Together we are working to improve pedagogy and student outcomes at the school.*

### **Learning 4 Life – The Rite Journey**

*The Learning 4 Life Experiential Education program continues to develop and mature. Below is a table of student populations over the past few years.*



Year	Boys	Girls	Total
2014	39	30	69
2015	44	43	87
2016	45	43	88
2017	40	48	88
2018	46	47	93

*There are six fulltime teaching staff with teaching ares in Home Economics, Art, Information Technology and Industrial Technology. We keep parents informed with two information nights (one in November of the previous year and the other in February), and 18 parent newsletters starting in Term 4 of Year 8. Students prepare and present a summary of their year to parents of Year 8 and 9 in November.*

*The year is made up of three major components: Expeditionary Learning, Urban Learning and Service Learning. Personal reflection and journalling are highlighted throughout the year and offer a rich evidential source of growth and development.*

*The focus for Experiential Education in Semester 1 was on the Expeditionary component of the Learning4Life program. Students have been well prepared for their final expedition on the Bogong High Plains through a number of graded walking experiences which included a 10km day walk in the Werribee Gorge State Park, a five day base camp at Buangor State Forest with a 20km overnight experience and a 3 day/2 night 20-25 km expedition in the Fryers Ranges Heritage Park. In preparation for these expeditions students studied topics that included minimum impact bushwalking, risk and safety, hygiene, first aid, hut etiquette, food, energy requirements, cooking and nutrition, clothing, tent skills, packs and packing, navigation, map work and weather.*





*Experiential Education has continued in Semester 2 to engender better group dynamics as students participated in the Urban Studies component of the Learning4Life program. This area of study has taken the students to the city on four separate days and one day where they negotiated their way through out the Melbourne CBD researching and locating various places in a point-scoring adventure. Theory classes have dealt with synergy and teamwork, relationships, self-esteem and taking control, fear and comfort zones and emotions. The third component, Service Learning, enabled them to explore personality and beliefs, goal setting, creativity and decision-making, communication and inspiration.*

*Students have gone into the local community on three separate days to do voluntary work in a variety of places. Students were also given the opportunity to gain their Bronze Medallion from the Duke of Edinburgh award.*

*Much planning has been done to facilitate students moving out of the classroom to serve in a country community staying at Brucknell Park Scout Camp, 30 km East of Warrnambool. This year marked the 14th anniversary of our Warrnambool connection, working with organisations such as the Moyne Shire Council (MSC), the Warrnambool City Council (WCC), Heytsbury Landcare Group, Corangamite Shire, Birds Australia and the Seventh-day Adventist Church with backyard blitz. Activities have included increasing the viability of the survival of the endangered Hooded Plover and Orange-bellied Parrot by planting, weeding preparing and installing shelters and signs. A group of students prepared the food for the camp and worked each day to provide for our needs, indeed a valuable service to ourselves, our closest community.*

*A group of students have very successfully provided pre-schools around Warrnambool district with valuable activities and programs that include a puppet show on bullying, balloons, face painting, supported by a couple of very 'out there' clowns. Brian Boyland (an ex-chaplain of Gilson) has been excellent as he trained and worked with these students.*

*Over the past 14 years we have received very positive feedback on the excellent behaviour of the students and the value they have added to the various community areas they have worked in.*

*The expeditionary component of the program culminated with the final expedition to the Bogong High plains. This was a 6-night, 7-day hike. On their return each student prepared and presented a public display and summary of their learning experience to their parents as well as to the parents of Year 8 students.*

*In 2018 we continued to go to Buangor and Fryers Ranges, both in Victoria. These areas have proved to be suitable with good outcomes, so will continue to be developed further. The Bogong High Plains continues to be a valuable experience with good outcomes for the students. We will continue with this practice and reconnoitre and develop additional routes on the high plains to meet the various fitness levels and needs of the students.*

*We have noticed that some students need to be further challenged early in the year so that we are able to see some maturity develop earlier. With this in mind we have plans to add another hike into the program. This would be in the early part of Term 2 and would be one or two days longer than the Fryers ranges camp. This camp would be focused on challenge by choice, where students have a choice in the level of challenge that they feel is right for them. The Lerderberg State Forest was reconnoitred as a possibility. It has been recognised that with the growing numbers there may need to be some changes in how the camps are run with one suggestion being to split the cohort in two. This would mean less staff from outside the program used and the ability to have a smaller total number of students in the one area.*

#### *Additional equipment acquired in 2018*

- Purchase of an additional 15 Rain jackets and 10 packs to increase the number of different sizes available for student use.*
- High capacity battery purchased for the repeater station to negate the need for charging during extended camps.*
- Additional SPOT trackers purchased to allow for tracking of larger groups.*

#### **Some reflections from students**

*• Physically - During hikes at the beginning of the year I was pretty bad - huffing and puffing and all - but now I'm a whole lot better. I was given the exact same route for Buangor at both the five day camp and training and by comparing them both I think I've done a lot better.*

*• Social skills; talking to others; made new friends at Warrnambool and Bogong. At the end my journey, I have now realised that I had become a better listener by being aware of what others had to say. I found that I was ready to be involved and helped more people when I could. While hiking, I learnt that I had become much more resilient and persevering. I learned that I was a lot more capable than I initially thought. I have also become more optimistic and I've seen that I've shown gratitude for things that I typically wouldn't. I've learned to respect others, to work better with others, to be more organised and to be more on time.*

*• I have learnt what service means, and how it affects people; have come to know that my words have a large affect on others and that I should be careful with how I use them. I have improved my physical and mental skills thought this program with the test that come with it. I have improved as an overall person and I now know how to act and behave throughtout my life*

*• I have built relationships with more people, extending my friendship circle. I have been able to push myself physically through the way I completed Bogong. I feel more connected to God by the way we have been able to be out in nature and embrace his creation. I have developed a better understanding of service.*

*• I view the world, everyone else and God differently. I know how to be away from my family for too long. I am more grateful for what I have and appreciate it. I know better the area I live in.*

## PRIMARY AND SECONDARY – MERNDA

*In the sixth year at Gilson College Mernda campus we continue to grow in numbers with 199 students in the Primary and Secondary. Students enjoyed a wealth of experiences and opportunities, and exceptional growth and development was felt by the school community. Every student was encouraged to take part in all that the school had to offer and staff endeavoured to do more than deliver an academic program, knowing the child and committed to growing young people to the best of their abilities for God and community.*



*From the formal commencement of the school year at Dedication Night, the chosen theme, "The Light That Leads" gave students opportunity for learning, discovery and participation throughout the year's weekly chapels and special events. The Festival of Faith presented by Gerrard Price was enriched by the construction of a full sized lighthouse and the leading out of the student band enriched the praise and worship experience. Semester 2 Year 11 students led out in a Week of Spiritual Emphasis in a series of morning worships that spoke from the heart and personal experience. Throughout the year chaplains, Sandy Wallis and Pastor Trent Martin provided mentoring, leadership and spiritual guidance during weekly chapels, and various service activities. Weekly Bible studies conducted by the chaplains have also been a great source of encouragement for students in their faith journey. Our chaplains have worked tirelessly with teachers, students and parents to promote a healthy, growing and secure environment for all our children with the promotion of values and our Special Character.*

*By God's grace the progress and construction of the Middle School building was a significant milestone for our school community who have with eager anticipation awaited its completion. At the formal ceremony Mr Brian Mercer and Pastor Graeme Christian represented Adventist Schools Victoria as the school community expressed gratitude to the Government of Victoria and Adventist Schools Victoria for the funding of this project which we, as a school community, are thrilled to benefit from daily. After many years of navigating through challenging circumstances, the outstanding work of bringing Stage 1 of this project to completion was accomplished. Senator James Merlino and Danielle Green MP, represented the Victorian State government and their visit to the Mernda Campus to officially open the new learning facility highlighted the contribution of \$997,500 from the State government towards the project. What an excellent addition to the college facilities and what a blessing it is to our community. This event made us all feel humbled and blessed to the part of Gilson College and ASV, and the College motto, Nihil Sin Deo, is once again a reminder that in Him we have purpose and direction.*

*To assist the school community in providing pastoral care and general social and emotional support to all students, the appointment of welfare officer on a one day a week basis has significantly assisted student wellbeing. Support and guidance about ethics, values, relationships, and emotional issues and in addition the provision of student welfare and enhancing engagement with the broader community has enriched the PB4L framework.*

*University of Melbourne lecturer Shiralee Poed visited the College and conducted a Tier Two audit which was passed with outstanding results. The specific PB4L learning focus was embraced across the school enthusiastically:*

*Term 1: Always be yourself, but be your 'best self'!*

*Term 2: Switch on your brain.*

*Term 3: Just a moment - let me think.*

*Term 4: Positive mindset - positive life*



*Although the school continues to provide opportunities for personal growth, it is when students embrace love and service by displaying respect and responsibility for God and man that education finds its true purpose. For the second year in a row a team of 36 volunteers from Taylors Hill, Mernda and Henderson Colleges combined to do what Jesus calls us to do, and that is serve beyond ourselves. The willingness of students and staff to stretch into uncomfortable territory saw the clear development of valuable skills in delivering planned and spontaneous lessons with courageous and determination.*

*The growth in the secondary school has been exciting and encouraging with the implementation of the Victorian Certificate of Education. Rigorous effort and planning to ensure a solid start to the VCE program in 2018 was begun with the SMART Start program across all levels in the secondary Years 7-11. The program was enthusiastically put together by staff with the purpose of providing a firm foundation for growing student learning potential and wellbeing. Students went through the program in an endeavour to lay the best preparation for learning year.*

#### *Session 1 Heart Stuff*

*Students were challenged to switch on their brains with their minds and discipline them with the intent of growing their capacity to learn. Breakthrough neuroscientific research was shared that confirms “what we think every day becomes a physical reality in your brain and body” (Leaf, 2013) and that it takes 21 days to start a disciplined habit. Students were urged to reflect and evaluate on their commitment to growth and overall mind set.*

#### *Session 2 Organisation*

*Effective learning requires students to be independent exploring concepts such as goal setting, time management, individual and self-determined study and revision plans. Guidance and instruction was given to students so they could plan and structure their own smart goals and study time so they will be more prepared for the road ahead. Encourage your child to step back and think about the big picture and set some achievable long term and short term smart goals.*

#### *Session 3 Understanding Me*



*Students explored the various components of the individual; the intellectual, social, physical, emotional and spiritual. In addition, personality uniqueness was investigated and surveyed in an effort to build an understanding and respect for self by promoting excitement and resilience in tackling learning challenges.*

#### *Session 4 PB4L*

*This session reinforced the school's commitment to the Positive Behaviour for Learning Program. Expectations across the school are clear and transparent and strategies with a growth mind set foster a positive learning culture where respectful, responsible and resilient relationships promote excellence in learning within Christian values framework.*

#### *Session 5 Tech Ready*

*Establishing IT routines and expectations that will ensure preparedness for learning, research and collaboration.*

#### *Session 6 Digital Disciples*

*This session revisited the accountability students have to be responsible digital citizens and the importance of internal and external integrity when on line. Unacceptable and inappropriate use of the network and the Internet was reviewed.*

*To further support the maturing school a team of dedicated staff carefully designed a Peer Support program to ease Year 7 students into secondary school life. This program is coordinated by Mrs Manners (Peers Support coordinator) and Mrs Humble (Year 7 coordinator). Year 11 students undertook specific training that helped them be prepared to be mentors who will ease the sometimes unsettling change from primary to secondary. It was encouraging to see students working together on Smart goals and organisational processes.*

*The Learning 4 Life program in collaboration with the Taylors Hill campus continued to be fine tuned and enable students to develop greater responsibility, independence and leadership. Combined and separate activities were chosen to provide challenges which increased student levels of co-operation and self-understanding when serving each other and the wider community through training, expeditions, projects and service through love, learning, exploring, and giving.*

*As a Campus, we also had the privilege of navigating through the 2018 Quality Adventist Schools components:*

*1. Adventist Identity*

*1.4 Pastoral Care:*

*Relationships and Communication; Spiritual Character/Integrity; School Structures and Processes*

*2. Learning and Teaching*

*2.1 Rationale for Teaching:*

*Learning for Life; Learning Process; Learning Culture*

*3. Leading School Improvement*

*3.1 Learning and Improvement Culture:*

*Pedagogic Leadership; Professional Learning Community; Quality Professional Dialogue; Evidence-based Reflection and Planning*

*4. Community Partnerships*

*4.1 Students and their Families:*

*Spiritual Connections; Partnerships; Communication; Responsiveness*

*Our professional learning community was supported with regular weekly Protected Time meetings and focussed on developing 'Wellbeing' practices in the classroom. Professional development for the leadership team was also provided with the collective study of the text "Switch On Your Brain" by Dr Caroline Leaf. Teachers freely shared and discussed throughout the year how to best develop learning pathways for students using the text.*

*In 2018 our results in NAPLAN indicate that our Smart Spelling program has been a good choice and that Maths Pathways supports both students who are motivated learners as well as building confidence in those who have had a difficult journey. In addition, this year the teachers chose a new writing program called VCOPs The Big Write to improve the writing skills of their students. We look forward to seeing how this initiative will add to student learning. Our team works in a collaborative way; each teacher developing uniquely. One of our graduate teachers completed her VIT project within the first year, which was exceptional and she moved from a Provisional to a Proficient Teacher but she is so much*



more. It was good to hear how helpful the staff were to her, how she could ask them any question and they would support her. Staff feel a sense of belonging, where beliefs of teaching and learning are valued and we intentionally grow our staff as leaders. School leaders were also trained in Evidence Based Observations in a strategic move to improve best practice and teacher efficacy. In a move to strengthen Learning Support additional staff was added to the team to further developing learning outcomes and practical strategies for teachers as they worked towards making adjustments in the classroom. Teachers and Teacher aides supported all classes in the primary with Bridges Literacy and Numeracy and Year 7 support in the secondary.

Events such as Education Week and Book Week contributed to culture, ownership and sense of belonging in the College. Student participation in the Whittlesea Show was rewarded with recognition of outstanding artwork, poetry and writing across all year levels F - 11. With the commencement of the secondary choir under the directorship of Mrs Edgren interest in song and performance excelled. Students across the school performed in the Gilson's Got Talent which was engaging for both the internal and external school community.

The Parents and Friends worked faithfully throughout the year hosting various events for the enjoyment of the community and student body: The Mother's and Father's Day breakfasts, National Tree Planting day sponsored by Toyota and various mini fundraising projects. It was a delight working with the P & F team and it has been with much satisfaction watching event after event and meetings supported in a positive and professional manner. The community is blessed with enthusiastic and supportive parents who create the wonderful atmosphere, show of support and display the generosity of spirit.

Happy Hands art classes for toddlers, provided two sessions a week. Young families have really enjoyed these classes that included sensory activities, singing, expressive and explorative creativity with weekly themes and key learning. It continues to produce interest in the community however better governance would be beneficial for this program to further succeed.

The Awards Night ceremony celebrated student achievement across all areas of the curriculum and as a community we thanked God for the development, leadership and protection all experienced during the year. For the first time in the campus' history school captains in both the primary and secondary schools were elected and announced at the formal event. In celebration of a wonderful year of learning the last day of the school year was marked with excursions at two different locations: - Foundation to Year 3 attended bowling and Years 4 to 11 at visited Funfields.

Development of character was encouraged throughout the life of the school year. During classes, on the sporting field, lunchtime debating or student led Bible study, in Chapels, assemblies, or commem-







orative services, social, sporting and academic leadership opportunities have strengthened students. In the midst of the busyness of learning students have pursued the higher purpose of service. The theme this year 'The light that Leads' is so fitting as the amazing journey which has continued to shape and teach the staff, students and the school community continues to be led by the 'Light of the World' that saves humanity.

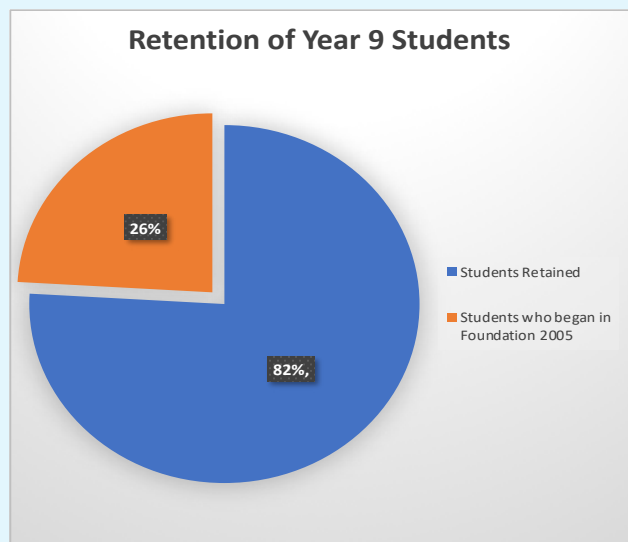
## STUDENT ENROLMENT STATISTICS

Student enrolments have been on the increase at Gilson College for a number of years. The expansion of the Taylors Hill Campus (to three Primary streams and four Secondary streams) and the establishment and growth of the Mernda Campus means that student enrolments will be a growing area for some time.

In addition to this our retention of our Year 9 students has been consistent over the years. In 2018 we retained over 82% of the class that began 2015. Of the 82% that we retained 26% were students who had begun in Foundation in 2006.

## LITERACY AND NUMERACY

NAPLAN test results are another tool used by the teachers at Gilson College to direct the focus of learning. It is not a practice at Gilson College to 'teach to' the NAPLAN tests, rather the skills assessed in the various NAPLAN tests are integrated into everyday teaching of all teachers at all levels, where appropriate. In addition, it is the practice at Gilson College to encourage all students to take part in the testing. Unlike that which is often reported in the media, students are not removed from the testing arena to enhance the College's results. Instead, those results are examined by teachers and co-ordinators to determine the best way to advance learning and address the





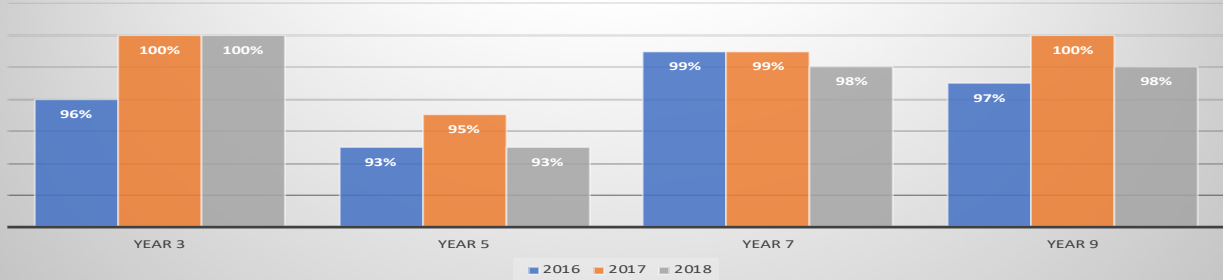
needs of the students highlighted in the tests.

The following graphs demonstrate the results for the four major NAPLAN tests for the last three years. They show the percentage (%) of students in each year level who achieved a result that was equal to or above the national minimum standard.

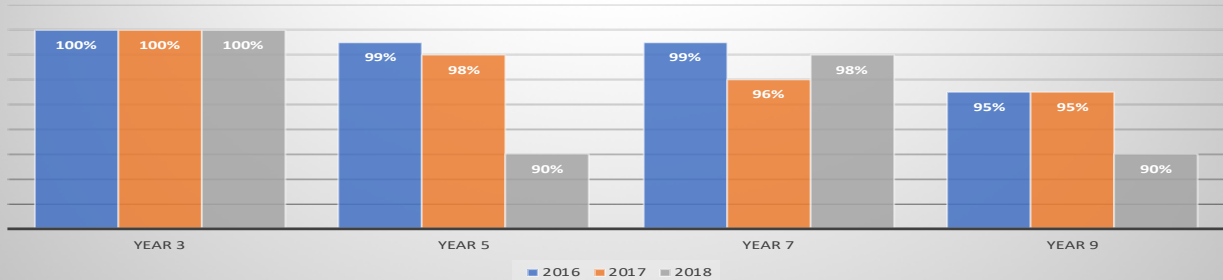
*NOTE: It must be recognised that these test results show students who are at or above the*

*national minimum standard. It does not, of course, indicate for those students in the 'above category' how far they are above the standard.*

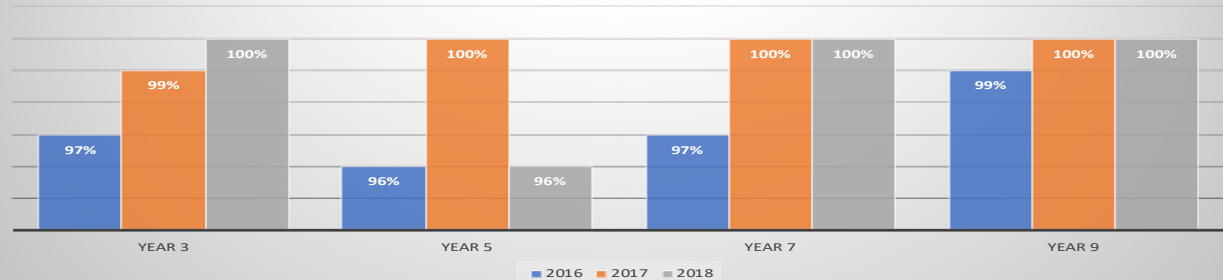
**Total % At Or Above national minimum standard - Reading**



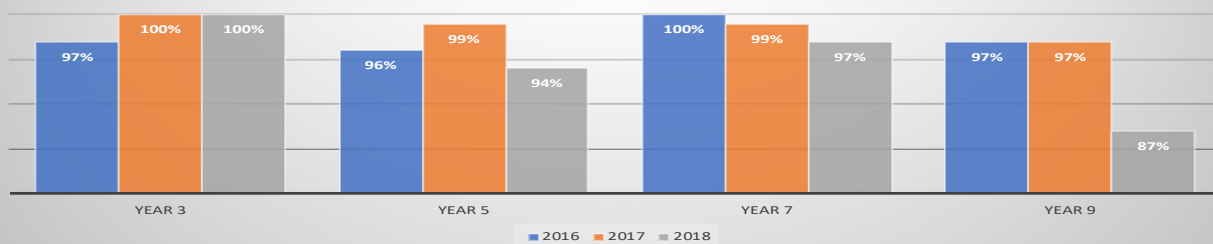
**Total % At Or Above national minimum standard - Writing**



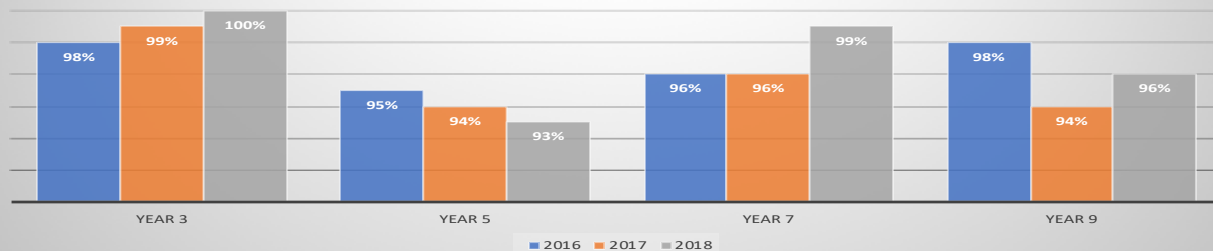
**Total % At Or Above national minimum standard - Numeracy**



### Total % At Or Above national minimum standard - Spelling



### Total % At Or Above national minimum standard - Grammar and Punctuation



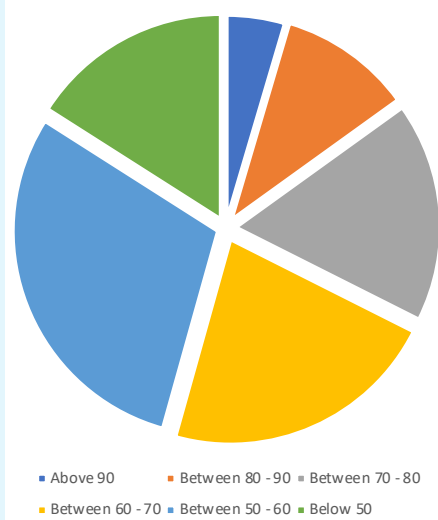
## SENIOR SECONDARY OUTCOMES

Senior secondary results for 2018 were very pleasing overall. There were a large number of students who achieved high rankings. More than a third above 70 and about a quarter of the class above 80. The staff and leadership of the College are very proud of these results which demonstrate the high calibre of students completing their study at the College.

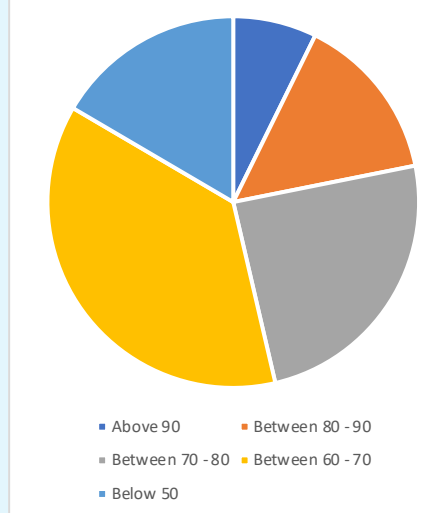
However, the challenge still remains to provide for students who are utilizing other pathways, such as apprenticeships or traineeships.

**NOTE:** Mernda will not be a part of these statistics until their first Year 12 class in 2019.

Spread of ATAR for 2017



Spread of ATAR for 2018



## CHAPLAINCY

*The overall theme for this year's chaplaincy program is "Be Connected; chosen because we live in a culture where communication gadgets such as a tablet, watch, mobile, and laptop are the norm to stay connected. However, people are now more disconnected than ever before. Building connections and healthy relationships help young people answer the question: "Do I belong". Therefore, this year has brought an intentional focus on ways for young people to foster good relationships and build healthier connections with families, friends and their God. The Chaplains and many other guest presenters were able to explore this theme during chapels, classroom discussions, camps and Spiritual Emphasis Week.*



*The College year commences with a dedication service, which takes place on the first Friday of the school year, Pr. Simon Gigliotti was the guest presenter and shared on the importance of working together to achieve success. He reminded the students, staff members, and parents that being part of Gilson College has connected our lives. The College, therefore, has become a place that fosters healthy connections between students, parents, and teachers.*

*During the academic year, the Chaplains conducted and engaged in various programs that allowed them to focus on the theme of "Being connected". Here is a summary of some of those programs and highlights of the year:*

- *Chapels - Our weekly chapel is an intentional pause at the beginning of every week to stop, listen, reflect, and respond to the big issues of life. Every chapel seeks to keep a fresh focus on the chapel theme "Be Connected" while exploring scripture in a relevant and meaningful way. The student involvement is of a high calibre as they engage by helping lead out through different elements of the program.*

- *Spiritual Emphasis Week (SEW) - This year we had three Spiritual Emphasis Weeks. During those times, we start the day with chapel. We conducted two SEW in the first term, and one SEW in the third term. The first speaker came from Orlando (FL), USA, Mr Willie Ramos aka 'The Ghetto Preacher' who is a powerful communicator of the gospel and speaks to the level of the students. The second SEW was for the primary school and the guest speaker was Pr Hayden Petersen, a gifted youth communicator who is also a great artist. During the week he spray painted a picture of Christ that now is hanging in the chaplain's lounge. We conducted the final SEW in the third term in two chapel groups. The first group for Year 11 and 12 was organised by Year 12 students, and presented by Year 12 students. The second group was Year 7 to 10 who had Pr Dave Erickson deliver compelling talks and share some fantastic stories that highlighted great Christian values. All the SEW's became highlights for the spiritual growth of our students.*

- *Gilson Student Day (GSD) - This particular program is conducted on a Saturday to coincide with the campus church worship service. A specific year level is chosen to lead out the church service, and the church and school communities come together for this special worship service driven by the students of that particular year level. Before the program started there was a time to catch up with familiar friends and make new friends over a hot cuppa and toasties in the morning and light refreshments at the end. The program was solely to provide a space where students can be connected outside school work and worship and use their talents to honour God and community.*

- *Combine School Day Of Worship - (CSDW) In previous years this particular day was held at our sister school on the east side of Melbourne City. The purpose is to bring all schools together for a day of building connections and worship. Due to the increase in the size of student enrolment and logistics, it was decided by the College Admin to have both Mernda and Taylors Hill Gilson College campuses meet on Taylors Hill campus, separate to the other sister schools. The day proved to be a big highlight with*

a great worship program, that featured many students sharing messages through their talents. Pr. Lili Panozzo (Chaplain for Nunawading Christian College) presented a challenging and thought-provoking message around the theme "Its How You Play The Game". After the worship program students then participated in some fun activities that allowed them to interact and connect with students from the Mernda campus. Overall it was a significant and positive day.

This year we were pleased to welcome Mrs Andrea Farquharson as head of the Wellbeing and student welfare program of the college. She brings a great wealth of knowledge and skill from a medical background to the wellbeing department. This appointment has strengthened the ability of the college to address the wellbeing of students and staff.

At the end of the year, we were sad to farewell two great chaplains, Pr. Faye Stothers and Miss Hannah Andrykanus. Pr. Faye joined the chaplaincy team for a year, and she brought a lot of experience to the team. Miss Hannah Andrykanus has served three years as a chaplain and has now decided to head overseas to Ireland to work with a ministry service team that serves the community.

## SECTION 5 - COMMUNITY FOCUS

### SATISFACTION SURVEYS

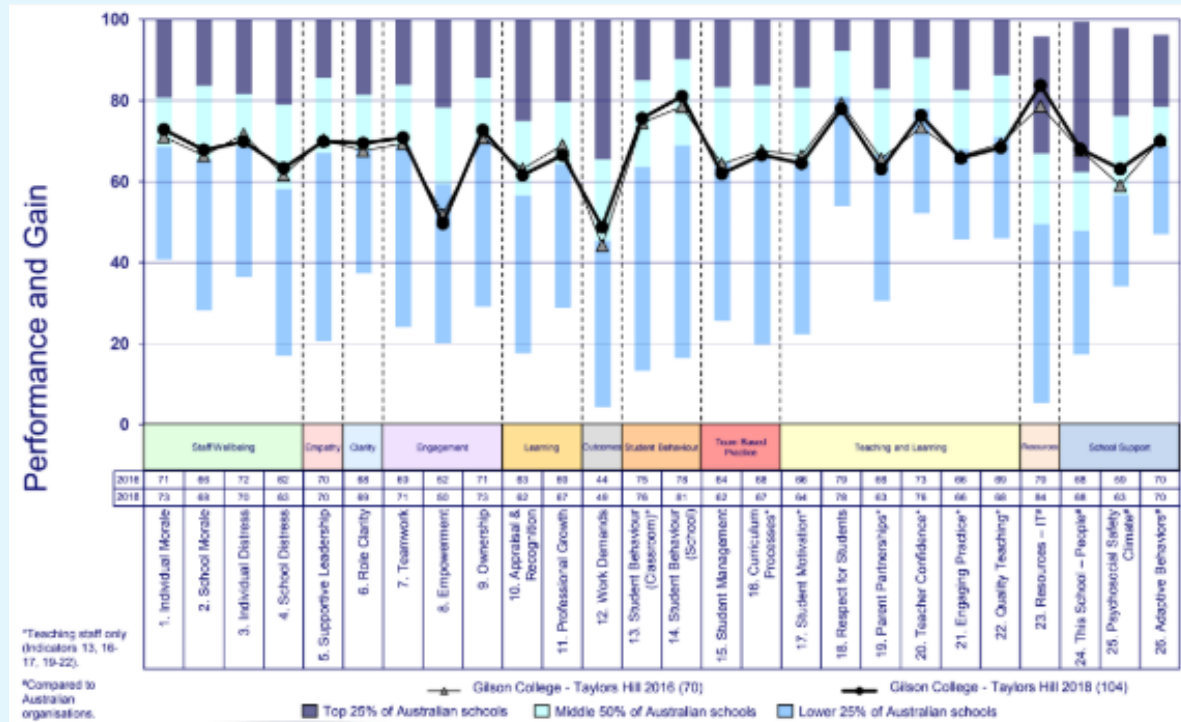
Each year the Gilson College Community is surveyed to determine the College's effectiveness in the eyes of parents, students and staff. A variety of survey questions were employed including single/multiple selection, ranking, and open text. These questions covered areas of emotional wellbeing, teacher relationships, teaching and learning, engagement in learning, student behaviour and Adventist identity these were questions for students. For the parent survey areas covered were community engagement, learning opportunity, staff engagement, student engagement, peer relations and student behaviour. Only a proportion of questions were mandatory.



The following graphs show the highlights of the survey results for 2018.

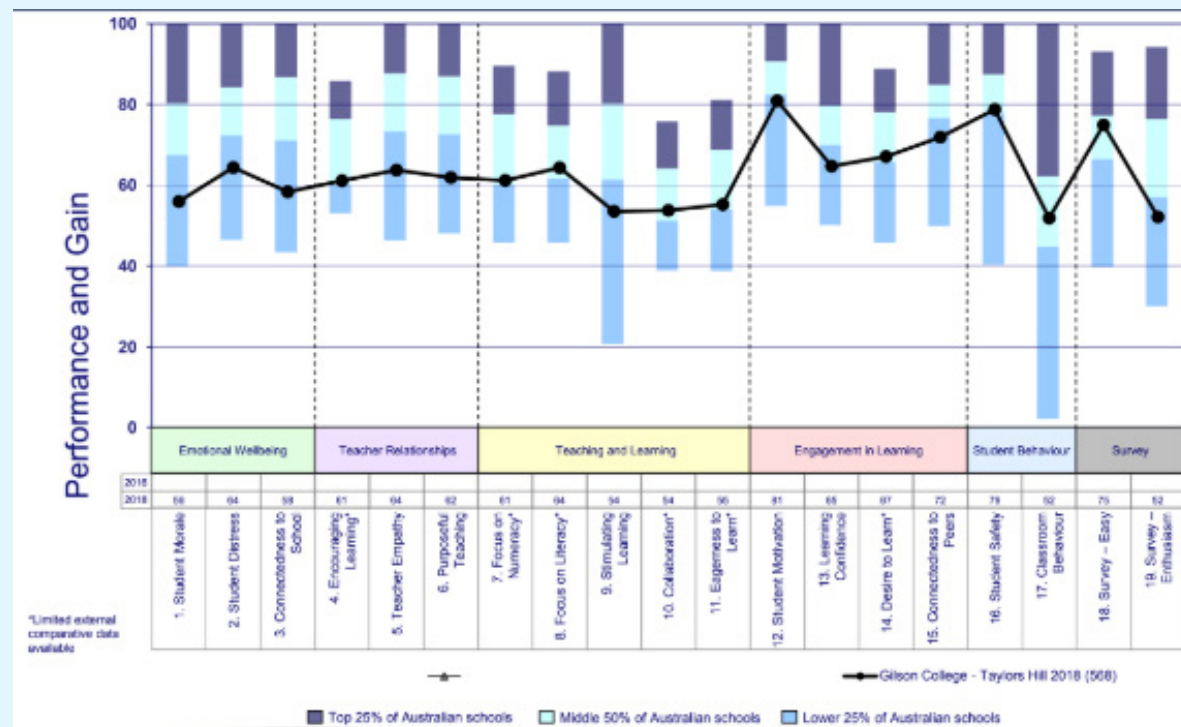
### School Climate Scores

The scores are the Colleges scores relative to the range for Australian Adventist Schools



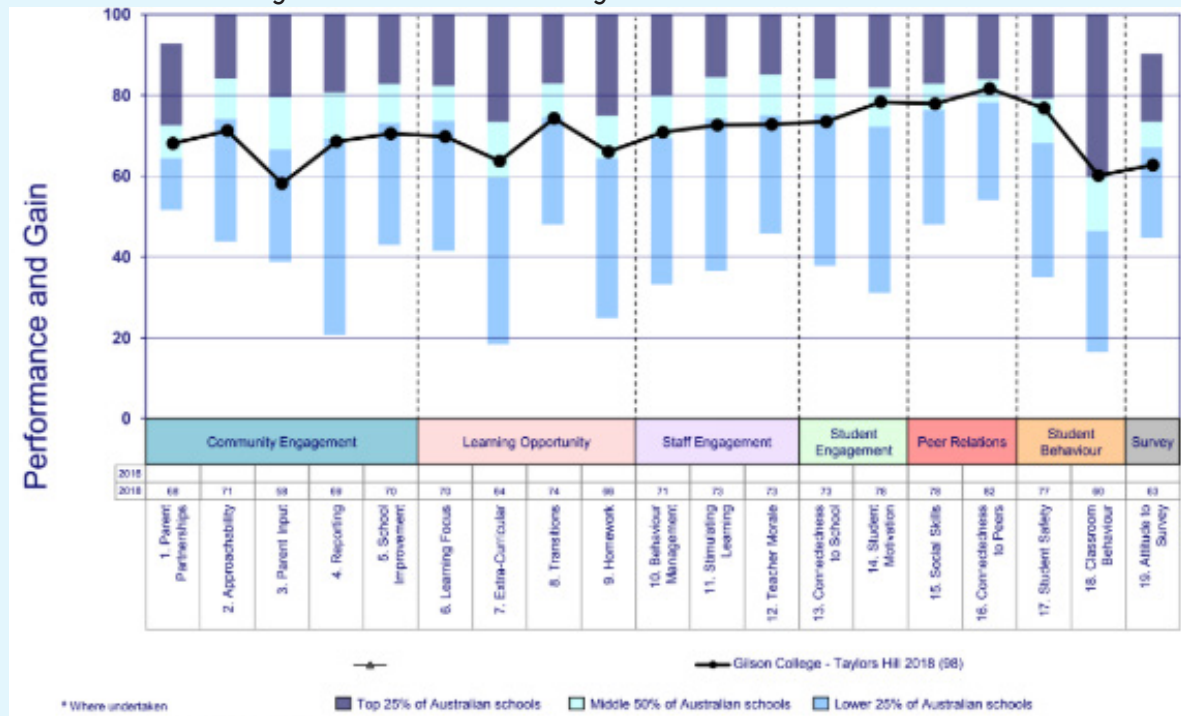
### Student Experience Scores

The scores are the Colleges scores relative to the range for Australian Adventist Schools



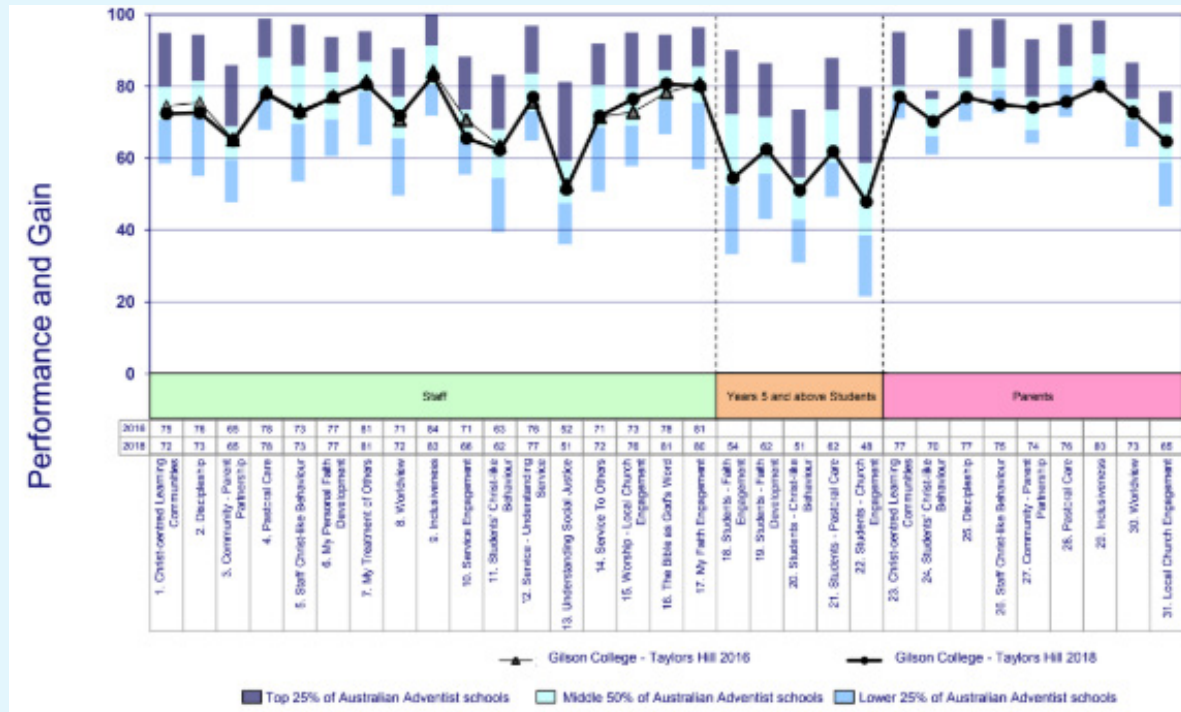
## Parent Opinion Scores

The scores are the Colleges scores relative to the range for Australian Adventist Schools



## Adventist Identity Scores

The scores are the Colleges scores relative to the range for Australian Adventist Schools



## SECTION 6 - CONCLUSION

*2018 was another successful year for Gilson College. Like most previous years the members of the College community worked together on the same challenges and achievements that they face every year, thankfully with precious few emergencies. As in previous years many of the programs instituted in the past were completed or expanded and current buildings were maintained and new ones were constructed. Expansion continued to take place at both campuses, which will be the norm for the next few years.*

*As has become the standard for Gilson College the financial outlook remains positive, due mainly to continuing sound management at the local level, a vision which is shared by all levels of staff and, of course, the leadership of God. This solid financial and philosophical foundation will provide for further developments to the program at both Taylors Hill, which is nearing completion, and at Mernda, which is still developing.*

*Gilson College was many years ago envisioned to be a 'beacon on the hill' in Western Melbourne and, despite the occasional hiccup (a playground accident, a failed test, an upset in the classroom, lost lunch money, a disgruntled phone call) the 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.*

