

ANNUAL REPORT

2022



GILSON COLLEGE
TAYLORS HILL CAMPUS

Contents

SECTION 1 - OVERVIEW	3
INTRODUCTION	3
CHILD SAFE SCHOOL	3
PRINCIPAL'S REPORT	3
FINANCIAL REPORT	6
SECTION 2 - PROFESSIONAL FOCUS	7
STAFF RETENTION	7
STAFF QUALIFICATIONS	7
PROFESSIONAL LEARNING	8
SECTION 3 - STUDENT FOCUS	10
PRIMARY - TAYLORS HILL	10
SECONDARY - TAYLORS HILL	15
PRIMARY AND SECONDARY - MERNDA	41
STUDENT ENROLMENT STATISTICS	44
STUDENT ATTENDANCE	44
LITERACY AND NUMERACY	45
SENIOR SECONDARY OUTCOMES	45
PASTORAL CARE AND CHAPLAINCY	46
SECTION 5 - COMMUNITY FOCUS	47
SCHOOL IMPROVEMENT SURVEYS	47
SECTION 6 - CONCLUSION	48

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 2021, of around 1300 students on two campuses and more than 110 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.

ACTING PRINCIPAL'S REPORT



Thankfully, 2022 saw our students return to fulltime on campus learning following a significant period of online learning during the Lockdown period. The vaccine mandate for staff was active and would remain in place for the first half of the year. The impacts of online learning from the previous year have been well documented, with the key issue being student's reduced capacity for socialization on re-entering on-campus learning. Displaying high levels of resilience and the targeting of socialization re-skilling by our staff, the majority of students adapted quickly to the 'new normal' with the natural rhythms of highly effective formal educational shining again.

The beginning of the second quarter saw the departure of our Principal of 27 years, Mr. Mark Vodéll. It can be said, that having been faithfully led by God, Mr. Vodéll shaped our college into what it is today; a lighthouse of Christian education in a turbulent ocean. We are all so grateful for his vision, faithfulness, energy and resilience in building such a lasting educational legacy. We welcome our new Principal, Mrs. Raelene Delvin, who is well known to our community in her previous role at our college as Head of Primary for 15 years.

In spite of the enormous social and economic upheaval of the global pandemic, demand for quality Christian education increases with our enrolment numbers remaining at capacity with healthy waiting list in many year levels. Our recently opened Early Learning Centre equally is enjoying strong support from our community. The first stage of the VCE Centre is almost complete and is on target to be officially opened early in 2023. It is anticipated that the second stage will be commenced in the very near future. Our architects will soon be working on a final masterplan to complete the building program for this campus.

Enrolment figures for the year settled at 1,042 across K-12. This was a small drop from previous years

and our exit data indicated that this was primarily caused by the economic impact on families during the pandemic. We are very grateful to our families who have continued to demonstrate solid support for the college program during such a challenging passage of time. Our student enrolment projections for 2023 are currently at 1,075.

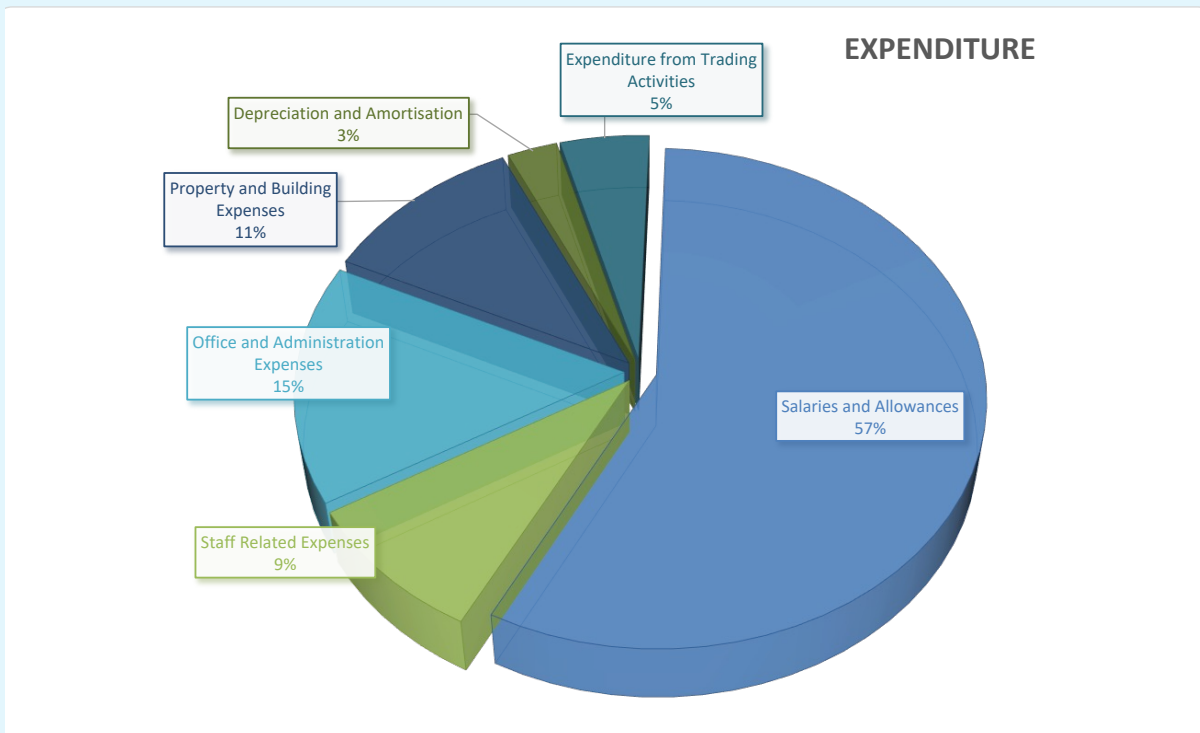
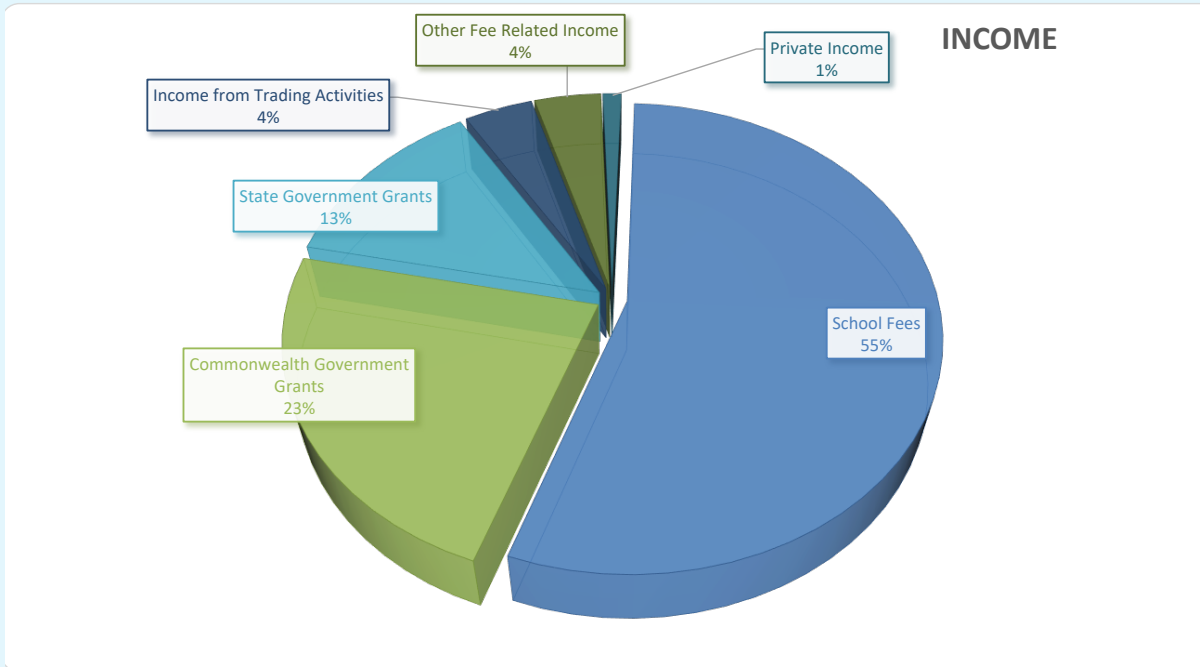
On 1 July 2022 the new Child Safe Standards came into force in Victoria. Gilson College is committed to the safety and wellbeing of all our students. It has a zero-tolerance for child abuse, and has procedures and protocols in place to protect children, support those at risk and respond to incidents 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.

Len Farquharson
Acting Principal



FINANCIAL REPORT

The financial health of Gilson College continues to thrive, due to the effective management of the College finances and God's blessings. While upholding its commitment to providing Quality Christian Education the College strives to minimise expense while maintaining a steady income.



In 2022, the primary source of income for the College is derived from College Fees, accounting for 55% of the total revenue. Commonwealth Government Grant contribute 23%, 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. Similar to previous years, the College has implemented a modest fee increase of 3.5%.

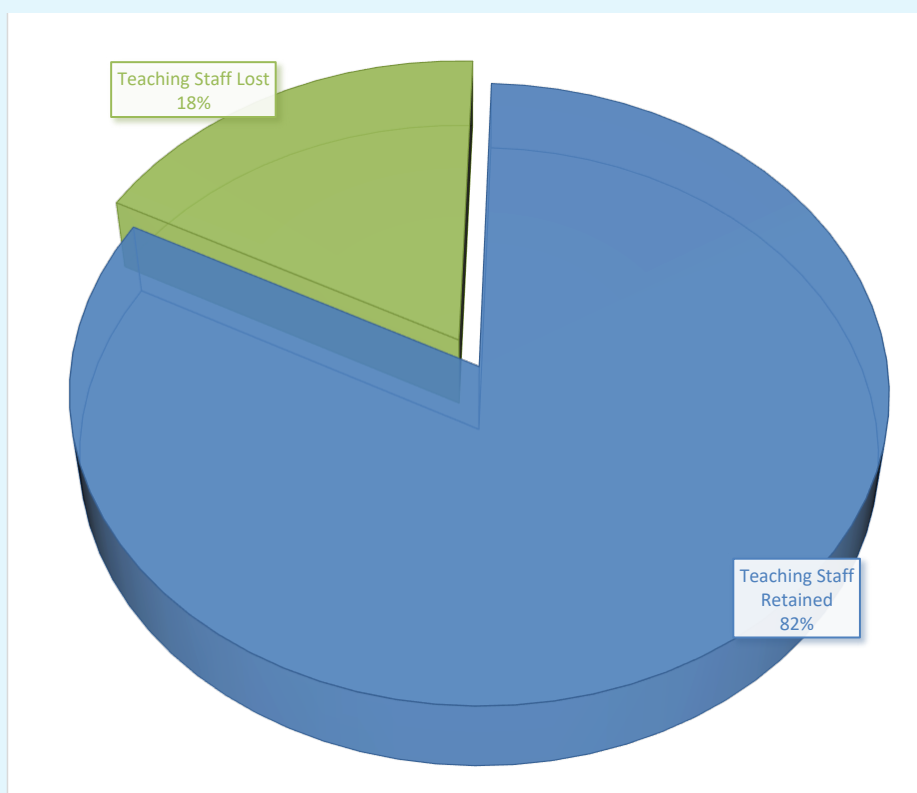
The College significant expense, as always, is the remuneration of staff, encompassing salaries, allowances and staff-related expenses comprise of 57% of the budget. In 2022 there was an increase in office and administration expense to 15% and a decrease in Property and building expense to 11%.

SECTION 2 – PROFESSIONAL FOCUS

STAFF RETENTION

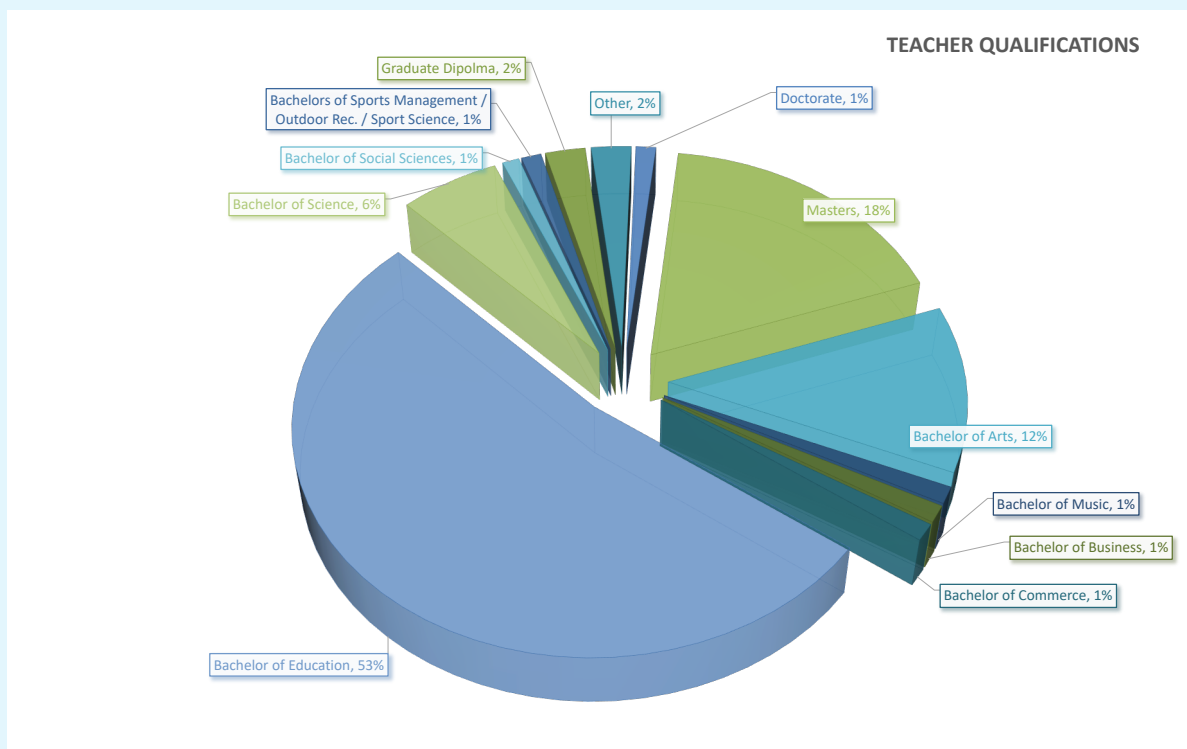
At the College we believe that a strong team is a great foundation to success, which is why we are committed to staff retention. In 2022, we retained 82% of our teaching staff. Our retention rate remains between 3 - 3.5% indicating a reasonably consistent retention rate over the last few years.

The staff reasons for leaving College vary from moving to our sister schools, moving interstate, 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, certificates 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.



Professional Learning

Primary Teaching and Learning Report

Smart Spelling: We have continued to use Smart Spelling as the consistent approach for Foundation to Year 6. The L&T team has continued to support teachers with implementation, and we have trained new staff in the SMART Spelling approach. Spelling data in the Primary school from 2021 to 2022 shows continuing improvement, demonstrating that this program is successful.

Essential Assessment: We have moved over to the Essential Assessment program for mathematics and for collecting maths data. All teachers were trained in an after school session early in the year to show best practice when using the platform and teams have successfully used this for pre-testing, post testing and targeted learning activities throughout the year. Our Mathematics results from both PAT and NAPLAN were not where we'd like them to be, but after 3 very disjointed years this was expected - so we are hoping to begin to see some gradual improvement through the consistent use of this program.

Literacy Circles/Daily Five/Reciprocal Reading: We are continuing to embed, develop and enhance Literacy Circles, Daily Five, Reciprocal reading and the CAFE model to support students to develop better reading comprehension as they progress from Foundation to Year Six. The teachers continue to be supported in building their capacity in effectively delivering these programs to support students learning through our Literacy and Numeracy coach. Based on PAT and NAPLAN data, our reading results are inconsistent, so moving forward we are going to look at best practice in the different ways that we deliver reading lessons, along with how to get a deeper understanding of what our data is showing us so that we can address gaps within student learning.



Reading Interventions: We have continued to build on the Levelled Literacy Intervention program, which was implemented in 2020 to replace the Reading Recovery program. We have continued to see a significant improvement in the students' Running Record level and comprehension with all students who went on the intervention program reaching benchmark. We have also begun using the Mini-Lit program for reading interventions with year 1 students that meet very specific criteria. We are planning on training a small group of learning support staff and ESOs to assist with running this program with small groups of students to really target their learning.

7 Steps of Writing: We have continued to build our use and understanding of the 7 Steps program, which was implemented in 2020 to help provide a whole school framework and focus in writing. This year we have focussed on upskilling and clarifying our staff's understanding of this program by purchasing the 7 Steps Online platform and registering several staff members for PDs. We have also looked at the way that we are using the 7 Steps of Writing program and are having discussions on when best to introduce each step based on staff feedback and student assessment data relating to text type and structure.

NAPLAN: NAPLAN online was administered successfully and gave us the opportunity to collect consistent and organised data. Results were presented to staff towards the end of Term 3 and the staff were given the opportunity to look for patterns and trends in the data to help inform planning moving forward.

Suggested goals and areas for future development

- Establish consistent, whole school approaches for Maths and English assessment.
- Essential Assessment used consistently for pre and post testing for all teams
- Essential Assessment data supplemented with PAT testing and NAPLAN to inform planning.
- Teachers to receive a PD session on reading and understanding data
- Adjust 7 Steps program implementation based on teacher feedback and student data. Feedback suggests that we need to slow down the implementation to make sure that students have a better understanding of the text type, before adding in the 7 Steps.

Clarify whole school approaches for the teaching of Maths and Reading.

- Establish and clarify how these subjects are taught and the approach for each year level.
- Continue to build capacity in Fountas and Pinnell Running Records - using data effectively.
- Connect with ASV, sister schools, schools in the area to see what others are doing in grammar and to look for a system to better suit our students needs.
- Updating ALL planning to reflect ACARA Version 9 outcomes as per ASVs request and timeline
- Develop updated Scope and Sequence documents to reflect ACARA Version 9
- Update all AC Maps to reflect ACARA Version 9

Secondary Teaching and Learning Report

2022 has been an exciting year for Gilson College. The Teaching and Learning Team have been busy implementing innovative strategies to enhance the learning experiences of our students and teachers. The information below provides a snapshot of the learning opportunities that have been provided to enrich student learning:

Evidence-Based Observations: Throughout 2022, our Heads of Department and school leaders have continued to undertake Evidence-Based Observations (EBOs). In May this year, our new leaders worked with specialist trainer, Lara Meyer, to undertake a week-long training course that equipped them with the skills and knowledge of how to observe the 'Effective Teaching Profile' indicators, that are aligned with the AITSAL 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 (HODs & 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.

Curriculum development through the use of SEQTA : This year has seen the continued use of SEQTA to document our lesson-by-lesson learning programmes for each discipline. This collaborative planning has focused on establishing learning intentions, success criteria, documenting classroom activities, uploading interactive resources, implementing differentiation strategies, providing extension opportunities and establishing brain breaks for every lesson that is taught. In addition to this, assessment tasks and explicit teacher feedback has also been documented on SEQTA and is visible for all students and parents to see.

Preparation for the implementation of the new 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 begun working in their respective departments to examine the curriculum changes across their subject areas. A number of teachers have also booked themselves into attend ACARA's PD sessions that will break down the new curriculum changes. To continue this process, further planning and collaboration time will be given to each department early next year.

Keeping Safe Curriculum Curriculum: Over the last few years, the College has updated its Life Skills Program to incorporate the Keeping Safe Curriculum Curriculum. This curriculum focuses on child safety and provides students with age appropriate activities that teach our young people about how to recognise and report abuse, and ways to keep themselves safe. To assist our new teaching staff with the implementation and requirements of this curriculum, they completed an accredited training process run by Adventists Schools Victoria earlier this year.

Supporting our Mentors and Provisionally Registered Teachers: As part of Gilson College's





commitment to maintaining a culture of professional learning amongst all teachers, the college has a comprehensive mentoring policy designed to support Provisionally Registered Teachers (PRTs), teachers with Permission to Teach (PTT) and newly appointed teachers. Pivotal to supporting our early-year and newly appointed teachers in achieving best practice is the allocation of a Mentor/and or Buddy. The role of a Mentor/Buddy is to facilitate discussions, provide feedback, model best practice, link beginning-year teachers with other experienced teachers and undertake classroom observations. Many of our Mentors working with our PRTs this year, attended the Victorian Institute of Teaching's (VIT) 'Effective Mentoring Program' which equipped them with the knowledge and skills to become effective mentors, and ensured they were familiar with the VIT requirements for Provisionally Registered Teachers. Through the course of 2022, a number of our PRTs successfully completed the VIT Inquiry and Panel Presentations to obtain full registration with the VIT.

Year 11 and 7 Peer Support: The Peer Support Programs at Gilson College seeks 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. The program for 2022 has been a great success for all those involved.

Turnitin: Throughout 2022, students and staff have utilised the 'Turnitin' platform, incorporated in SEQTA, for a variety of their school-based assessments. 'Turnitin' is an internet-based plagiarism detection service that has been integrated into SEQTA and can be 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 to see the percentage of information that has been plagiarised and then revise/edit their work for final submission into SEQTA at the due date of the assessment. 'Turnitin' allows teachers to see which students have plagiarised from the internet and from any other assessment around the world that has been submitted through the site.

Education Perfect: Another innovative teaching tool that has assisted students and teachers this year, is Education Perfect. 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.

Lunchtime Clubs: To support the development of student wellbeing, as well as consolidate students' literacy and numeracy skills, this year the College has implemented a number of lunchtime clubs. Our Maths and English Clubs run twice a week and provide vital literacy and numeracy support to students. Our Science Club aims to build students' capacity in critical thinking, instill a love for innovation and develop a passion for exploratory learning. The 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 Club has enabled students to express



their creativity and enter into the world of imagination. Our MastChef Club has been very popular this year and has provided students with an opportunity to develop their communication and teamwork abilities whilst applying their culinary skills to different challenges each week. 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.

Learning Support 2022: During 2022, the Gilson Taylors Hill Secondary Learning Support Program has seen a time of tremendous growth. This year has seen the introduction of new Educational Support Officers and specialists who have been added to our team to create an environment that promotes an inclusive educational school that provides additional support for individual students to best meet their learning needs. The Learning Support Team has been busy implementing innovative strategies to enrich the learning experiences of our students and strengthening engagement between students, teachers and parents. The information below provides a snapshot of the work undertaken within Secondary Learning Support Program:

Individual Learning Plans (ILP's): In Term One, 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, the continuation of 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 that best support learners' needs.

Educational Support Officers (ESO's): 2022 has seen changes and growth to the Educational Support Team in the Secondary. We began this year with one ESO in Year 8 and now we have extended this team to now include three ESO's across Year 7-9. Training initiatives and fortnightly schedules have been established to aid our new staff members. Throughout the course of the year, our ESO's have provided crucial support to individual NCCD- funded students and have assisted small groups of students in the classroom. This support has assisted our young people to overcome educational barriers and has strengthened their ability to achieve their potential.

Speech Pathologist: Earlier this year in Term One the search began to acquire a new Speech Pathologist. By the end of Term 2, Pembe Irgat Kadir from Giggles and Jiggles was hired by the College to work in the secondary school. It was a challenging undertaking to find a pathologist, but the long search paid off and has proved beneficial to our students and staff. Having Pembe available to test, assess and work with our students on language and social thinking skills has been a true blessing to our learners. Pembe has also offered to work with our ESO's and our teaching staff to undertake targeted training so all staff are better equipped with strategies targeted to the individual learners in our classrooms and further improve student engagement.

NCCD: In 2021-2022, the Learning Support Team 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 2022-2023 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 and to make this knowledge more accessible to staff.

Learning Support Adjustments for Exams: The Learning Support Team were pivotal in working with teachers to establish important learning adjustments for targeted students during the colleges' exam period. Our Learning Support Coordinator, Megan Gubb, facilitated the arrangements for these exam

adjustments. In 2022, our processes around this were streamlined to a consistent format to ensure adjustments for students were transparent and fair in nature.

Testing: Our Learning Support Coordinator also oversaw the implementation of vital testing undertaken by the college. This testing included NAPLAN, PAT and PISA. The results of this testing will be analysed and examined so that strategic goals can be set to improve the learning of our students in the future.

SECTION 3 – STUDENT FOCUS

PRIMARY REPORT

Our Primary school is 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 taught 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 Theme reminded students to 'look up' so they know that they are uniquely and wonderfully made by a loving creator God. Our chaplaincy team engaged with students through classroom activities and relationship building activities as well as students requesting Bible studies.

PB4L (Positive Behaviour for Learning) is the framework we use to support our students wellbeing, learning and development. Our focus on 3Rs Respect, Responsibility and Resilience underpin teaching our students expectations underpinned by these 3 value pillars. 2022 our Wellbeing Coordinator worked proactively to promote healthy habits through parent information evenings e.g. Puberty Clues. We also had a presenter for parents Maggie Hamilton she spoke about raising children and her new book What happens to our Kids when we fail to grow up.



Our teachers continued to look at data and worked together strategically in Year level teams to plan weekly according to the date needs of students. As part of our Professional learning Community all teachers are engaged in Evidence Based Observations in 2023. 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. After emerging from years of COVID lockdowns we recognised the need to reboot and establish expectations in behaviour and learning again. In 2023 we wish to continue developing systems and process through a collaborative approach to learning school wide.

The Gilson Primary students display positive 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

What were the highlights of the year & what were the major events throughout the year

Gilson Primary students were involved in a range of sports events during 2023. Annual Gilson Swimming Carnival, Division Swimming Cross Country and Athletics. Netball, Volleyball and basketball competitions also at division level our students completed and own.

Learning events that were significant during 2022 saw us engage in camps and incursions as well as whole school events such as: Book Week, multicultural week. Learning outside the classroom included trips to: Melbourne and Werribee Zoo, Science Works, Canberra Tour and Sovereign Hill camp, Lego Land, sea life.

The student Leaders including our school captains once again attended the National Young Leaders Day conference. 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.

What each Gilson student may achieve in their future, the potential is significant and we are proud to have journeyed with families and students as they learnt and grew in 2022 and to shaping the direction into the future.

SECONDARY REPORT

The 2022 school year at Gilson College Secondary Campus was defined by a distinctive and nurturing culture that strongly aligned with the institution's mission and values. This unique culture was evident not only in the classroom but also permeated various aspects of daily life within the school community.

At the core of the school's culture were traditions, routines, and expectations that fostered a sense of identity and belonging. From weekly Bible classes for year 7 to 10, student Chapel sessions, and twice-yearly Spiritual Emphasis Weeks designed to immerse students in spirituality, to daily Homeroom Worships, Assemblies, and celebratory events like Multicultural Day, each program played a role in reinforcing the school's values and vision. The intentional focus on student leadership and peer support



empowered young individuals to drive positive change within the school community.

The year commenced with a whole-school dedication ceremony, uniting staff, students, and families to centre their actions on service and devotion to God. This collective commitment to shared values contributed to a cohesive and collaborative learning environment.

Beyond the classroom, learning continued to unfold during excursions, camps, and extracurricular activities. Throughout term 1, year 7 and 9 students embarked on adventure and outdoor education experiences, while term 2 saw year 8 and 10 students forging connections and challenging themselves in nature. Every interaction, whether formal or informal, was seen as an opportunity to instil the school's mission and values, reinforcing the school's nurturing and collaborative culture.

Gilson College Secondary Campus was distinguished by its palpable nurturing environment, with educators genuinely caring for their students. The positive behaviour 4 learning (PB4L) evidence-based framework played a pivotal role in developing a positive, safe, and supportive learning culture, allowing teachers and students to focus on relationships and classroom instruction.

Despite the challenges posed by the COVID-19 pandemic, the school community demonstrated resilience and adaptability. The year presented significant teacher turnover, placing increased responsibility on remaining staff to maintain a positive learning atmosphere. The school recognised the paramount role of engagement in students' academic progress, as evidenced by the correlation between teacher support and higher levels of student engagement in assessments like NAPLAN, PAT, and SRC.

A strong commitment to lifelong learning was observed among the educators, who actively participated in personal and professional growth opportunities such as timetabled planning sessions, protected time for professional development, peer mentoring, and specialised training in PB4L, EBO, and VIT.

The school's culture thrived on shared responsibility, involving students, teachers, parents, and

administrators alike. Genuine collaboration, beyond divisions of labour, invited contributions from all members of the school community, evident in parent-partnership meetings, educational partnership programs, and leadership mentorship.

In the face of challenges, the teaching staff actively embraced cultural change, working alongside the primary school staff to establish a School Improvement Team (SIT) with specific goals for enhancing the school's environment for young learners.

Overall, the 2022 school year at Gilson College Secondary Campus was a testament to the enduring commitment to nurturing, collaboration, and excellence in education. The school's unique culture continued to flourish, embodying its mission and values, and strengthening its position as a place where young minds thrive and grow.

What were the highlights of the year & what were the major events throughout the year

The 2022 school year at Gilson College Secondary Campus was a year of hope, resilience, and achievement, as the school community emerged from the challenges of the COVID-19 pandemic with a renewed sense of purpose.

The school magazine, entitled Ethos, perfectly captured the prevailing sentiment with its motto of "Living Forward" and "Looking Up," inspired by the Bible verse Isaiah 43:19, which encouraged everyone to forget the past and focus on the promise of something new, with the assurance that God would create "rivers even in the dry wastelands".

Despite the dark backdrop of the previous two years, 2022 brought a return to some kind of normality, and the highlights of the year were abundant. Interactive learning once again became a reality for the young people at Gilson College, with events like the swimming carnival and athletics day showcasing the students' talents and breaking records. Jackson House emerged victorious in both carnivals, and Joshua Spiteri and Karl Kruljac were celebrated as Keilor Division winners, their athletic achievements a testament to their dedication.



Team sports added to the year's achievements, as the school made it to the state championship finals in both Senior Boys' Netball and Intermediate Boys' Volleyball. The state swimming championships also saw four of the school's students competing, with Jesse-Marie Poasa representing Team Victoria in volleyball.

Outdoor Recreation took on a new identity, offering students opportunities



to take ownership of their sessions, build rapport with their peers, and lead student-led programs in various sports and outdoor activities. From rock-climbing to canoeing, the students experienced a well-rounded program that exposed them to the wonders of different outdoor environments.

The student leaders at Gilson College embraced their calling to lead and use their voice to make positive changes. The Student Representative Council (SRC) raised awareness about enhancing lunch clubs and introduced activities like chess, master chef, and debating to enrich the school experience.

The Year 7 camp at Howqua was a highlight for the students, as they ventured to the foothills of the Victorian Alps, guided and supported by the Year 11 students in the Peer Support program. This mentoring initiative forged strong bonds between the younger and older students and provided a wonderful support system as the year 7s navigated their way through high school.

Year 8 students embarked on an adventure at Camp Jungai, located in the stunning Rubicon Valley, where they explored water ecology, kayaking, orienteering, and conquered the high and low ropes. Back at school, the Year 8s showcased their theatrical skills in the "Year 8 Presents" Drama production, captivating audiences with their performances.

Year 9 students experienced a transformative year through the Year 9 Learning for Life program. From day-trips to the Organ Pipes to a gruelling five-day camp in Victoria's Buangor State Forest, followed by camping at Fryer's Ranges, and an exploration of Warrnambool and the Victorian High Country, the year was a lesson in courage and resilience. It became a turning point for many students, helping them face fears and build character, preparing them for the challenges that lay ahead.

Year 10 students embraced work experience and embarked on a range of exciting 5-day camps, including bushwalking and camping in Tasmania's Cradle Mountain region. Engaging in community service in Mildura further enriched their learning experience.

Year 11 students had an eventful year, including a ten-day annual Queensland and Avondale trip, providing an opportunity for





bonding and tertiary experiences sponsored by Avondale University in New South Wales. Enjoying the rides at Dreamworld and Movie World and visiting iconic locations like Manly and Sydney Harbour made it a memorable year for the Year 11 students.

The program before its transition to VCE VM. This exciting change promised greater educational equity for students. The VCAL students engaged in projects that contributed to their local community, running initiatives like the Breakfast club and fundraising for Earth Village to support those in need.

Year 12 students began their final year with excitement and nervousness, looking forward to making lasting memories. Despite the uncertainty of the pandemic, they enthusiastically participated in bake sales, SACs, and the anticipation of the GAT and other external exams. The highlight for the year 12s was the end-of-year camp, a celebration of their achievements and a chance to bond without the pressure of examinations. Throughout the year, they fundraised for their formal, showcased their leadership, shared inspiring testimonies during SEW (Spiritual Emphasis Week), and enjoyed a memorable formal event at the Langham Hotel. As they prepared to graduate, they delivered their final graduation chapel, celebrating their accomplishments and the wonderful seniors at Gilson College.

In conclusion, the highlights of the 2022 school year at Gilson College Secondary Campus were many, demonstrating the resilience, dedication, and achievements of the students and staff. At the end of the year Graduation ceremony, the school community embraced the ethos of "Living Forward" and "Looking Up," focused on a promising future, and celebrated the growth and accomplishments of its young people.

What changes were made during the year?

During the Year 2022, Gilson College Secondary Campus underwent significant changes, with a primary focus on the Building Cultural Capacity strategy to enhance the overall quality of the college. This strategic initiative was based on the analysis of school data, which identified three crucial areas for improvement.

The first goal was accountability. It was recognised that both staff and students needed to improve their accountability in various aspects of school life. This included holding each other accountable for their actions and commitments, both inside and outside the classroom environment. By fostering a culture of responsibility and ownership, the College aimed to create a more cohesive and supportive learning community. As a result, in the Secondary school, teachers were timetabled with planning sessions during the day to meet with their collaborative counterparts or other year level teachers.

The second area of focus was on quality teaching. The school had experienced staffing changes, which impacted the well-established cultural aspects of the College. To ensure continuity and reaffirm the values and traditions of the institution, it was essential to reteach and reinforce these cultural aspects among the staff and students (eg: for staff this was executed during Protected Time and for students the reteaching occurred during combined Level meetings and assemblies). By doing so, the College aimed to maintain its strong sense of identity and purpose.



The third identified area for improvement was student engagement. The disruptions caused by the COVID-19 lockdowns had affected both students and teachers, leading to a need for reconnection and renewed enthusiasm for learning. Creative thinking and active engagement were emphasised to rekindle the students' passion for education. Teachers played a crucial role in inspiring and motivating their students, guiding them to rediscover the joy of learning and the value of collaboration. Students were encouraged in the classroom to actively use thinking routines and to work in groups. The use of technology was regulated to ensure that students had balanced screen time during lessons. Physically writing, summarising and note-taking was expressly encouraged.

As part of the efforts to support students' academic progress, additional tutoring in mathematics and English was introduced during lunchtimes. The college recognised the importance of providing extra support to students, especially after the challenges posed by the pandemic. The State Government also extended support by providing funding for supplementary tutoring, further enhancing the academic support available to students.

These changes in 2022 aimed to build a positive and dynamic learning environment at Gilson College Secondary Campus. The focus on cultural capacity, accountability, quality teaching, and student engagement demonstrated the college's commitment to continuously improve and adapt to the needs of its students and staff. By addressing these areas, the college sought to create an even more nurturing and effective learning community, ensuring that every student could thrive academically and personally.





Was there anything of note achieved by teachers during the year?

Following teachers were VCAA Exam Markers for 2022 - Tim Pope for Chemistry and Megan Cazaly for Biology.

We were pleased to congratulate 2 teachers who successfully completed their VIT induction process in 2022.

Kirsten Nguyen completed the NAPLAN training necessary to access data, to read data, and to coordinate the testing program. She also had an article published in VATE's magazine, *Idiom*, in which she shared her experiences as an early career English teacher. Her article is on page 27.

Throughout 2022, our Heads of Department and school leaders have continued to undertake Evidence-Based Observations (EBOs). In May our new leaders worked with specialist trainer, Lara Meyer, to undertake a week-long training course that equipped them with the skills and knowledge of how to observe the 'Effective Teaching Profile' indicators, that are aligned with the AITSAL 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 (HODs & 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.

In preparation for the implementation of the new F-10 Australian Curriculum Version 9 in 2023 our staff members began working in their respective departments in 2022 to examine the curriculum changes across their subject areas. A number of teachers also attended ACARA's PD sessions that scaf-

folded the new curriculum changes. To continue this process, further planning and collaboration time was given to each department.

Although the College is continuously updating its Life Skills Program to incorporate the Keeping Safe Curriculum, during 2022, we worked some more on developing our Life Skills Program to focus specifically on child safety providing students with age appropriate activities that teach our young people about how to recognise and report abuse, and ways to keep themselves safe. We assisted our new teaching staff with the implementation and requirements of this curriculum, they completed an accredited training process run by Adventists Schools Victoria earlier in 2022.

As part of Gilson College's commitment to maintaining a culture of professional learning amongst all teachers, the College has a comprehensive mentoring policy designed to support Provisionally Registered Teachers (PRTs), teachers with Permission to Teach (PTT) and newly appointed teachers. Pivotal to supporting our early-year and newly appointed teachers in achieving best practice is the allocation of a Mentor/and or Buddy. The role of a Mentor/Buddy is to facilitate discussions, provide feedback, model best practice, link beginning-year teachers with other experienced teachers and undertake classroom observations. Many of our Mentors working with our PRTs this year, attended the Victorian Institute of



Teaching's (VIT) 'Effective Mentoring Program' which equipped them with the knowledge and skills to become effective mentors, and ensured they were familiar with the VIT requirements for Provisionally Registered Teachers. Through the course of 2022, a number of our PRTs successfully completed the VIT Inquiry and Panel Presentations to obtain full registration with the VIT.

Throughout 2022, students and staff have utilised the 'Turnitin' platform, incorporated in SEQTA, for a variety of their school-based assessments. 'Turnitin' is an internet-based plagiarism detection service that has

been integrated into SEQTA and can be 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 to see the percentage of information that has been plagiarised and then revise/edit their work for final submission into SEQTA at the due date of the assessment. 'Turnitin' allows teachers to see which students have plagiarised from the internet and from any other assessment around the world that has been submitted through the site.



In 2021-2022, the Learning Support Team 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 2022-2023 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 and to make this knowledge more accessible to staff.

Was there anything of note achieved by students during the year

Connor Pedis has been selected to represent Australia in the National Championships in Pro Jiu-Jitsu 2022.

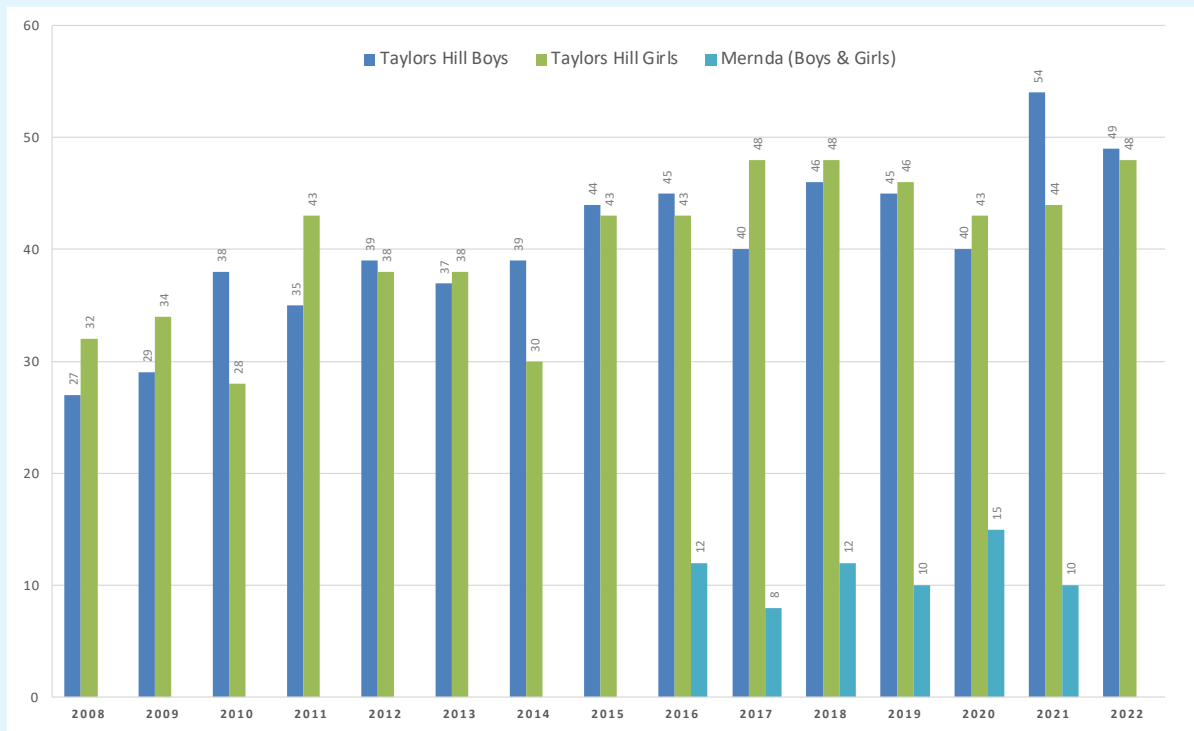
Aimee Garrett was selected as our 2022 Duke of Edinburgh Youth Leader

Jesse-Marie Poasa was selected as Team VIC Representative for Volleyball 2022



Learning 4 Life - The Rite Journey

The Learning 4 Life Experiential Education program continues to develop and mature. Below is a graph of student population.



There are 7 full time teaching staff with support in the areas of Home Economics, Art, Information Technology and Industrial Technology. We keep parents informed with 2 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.



The year is made up of 3 major components: Expeditionary Learning, Urban Learning and Service Learning. Personal reflection and journaling 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 5-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 & safety, hygiene, first aid, hut etiquette, food, energy requirements, cooking & nutrition, clothing, tent skills, packs and packing, navigation, map work and weather.

In term 2 Year 9 staff are involved in a training hike in the bogong Highplains to give them additional experience in the area prior to taking students there in term 4. The students were involved in 5

Urbandays into the Melbourne CBD researching a topic of their choosing and how it relates to Melbourne being voted one of the world's most livable cities.

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 due to our large numbers and restrictions from COVID 19, we had to split the cohort with half staying at Deakin University and the other half at Brucknell Park. The students swapped over during the middle weekend to enable all to experience both settings.

This year marked the 18th 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, balloons, face painting, and supported by a couple of very out there clowns.

Over the past 17 years we have received very positive feedback on the excellent behavior 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.



Planned Events

Students are out of the regular classroom 37 days of the year as follows.

Date	Event	Description
Feb 3	Parent Info night	Starts 7.00 pm to give info to Year 9 parents re the walking program
Feb 10	Werribee walk and Calling Ceremony at Mt Macedon	Initial assessment of student ability. Leaving 9:30 am returning about 9:30 pm, 10 km Bring lunch. BBQ for dinner supplied.
Feb 21 - 25	Departure Ceremony and Buan-gor Training Camp	Parent involvement 7:45 am to 8:30 am at school Base camp and overnight walk, 22 km. Leave 9:30 am Monday return 3.00 pm Friday. Camping and orienteering skills
March 16 - 18	Fryers Ranges State Forest	Leave 9:30 am Wednesday return 3.00 pm Friday. Camping, orienteering skills
May 12	Urban Day 1	City studies
May 26	Urban Day 2	City studies
June 02	Urban Day 3	City studies
June 08	Urban Day 4	City studies
June 23	Urban Day 5	City studies
Aug 4	Local Service Day 1	Working in local areas
Aug 11	Local Service Day 2	Working in local areas
Aug 25	Local Service Day 3	Working in local areas
Sept 5 - 16	Warrnambool Service Camp	Warrnambool. Leave 10:30 am return 3.00 pm Thursday 19th
Oct 20 - 21	Training Hike for Bogong	Refresher and training hike in preparation for the Bogong Expedition.
Nov 08 - 16	Bogong Expedition	Walking and orienteering skills, 40 - 60 km. Leave 9:00 am returning 3.00 pm
Nov 29	Year 8 Walk	Lerderderg. Blackwood to O'Brien's Crossing
Dec 1	Reflection Day	Return to Werribee Gorge/Mt Macedon where the walk started to reflect on the year, Lunch at Lerderderg Gorge, 10 Pin Bowling if available.



Further improvements have been made in addition to the procedures put in place in 2009 and subsequent years:

2009

- Each student to have a walking buddy
- No student to walk without access to communication
- Groups remain together (within cooee) unless planned and safe to do otherwise
- Splits within groups only take place if planned and safe to do so
- If lost a student should retrace steps (if able and safe to do so) or stay put (erect tent) and wait for help
- Students to use whistle if required
- Leaders to count students often, particularly after separation, or a change of circumstances. (eg. Before leaving a place)
- Prior to the expedition, police be given notification of planned routes and times.
- Ground staff to have all contacts required
- Students numbered and numbers called randomly

2010

- Learning 4 Life Experiential Education "Safety Guidelines and Supervision Procedures"

2012

- Upgrading our communications system to a repeater station
- Increasing the number of 2-way radios to 16
- Increasing the number of GPS units to 22
- Training for The Rite Journey with a view to integrating elements into the program



2013

- Replacing 22 tents
- Purchase of 100 compasses
- Replaced all tires on the 2 box trailers
- Regular planning for greater purpose and focus for Integrated Studies

2014

- Purchasing tents, packs, jackets, cookers and tarps for the new class expected in 2015
- Purchase of a new tandem box trailer (This was to be delivered in 2015)
- New compass sets were purchased so that there would be one set per class.
- Dr Tony Robinson prepared and produced an excellent 10th anniversary historical picture documentary of the Learning4Life journey, a copy of which is in the main office foyer.
- This year we introduced a welcome pack for the students, given at the parent information evening. We intend to continue this initiative with improvements.

2015

- 10 additional SPOT devices purchased as well as some additional Radios to support the Groups while Hiking.
- The date for the major expedition was moved later in the year to allow for better weather and more meaningful outcomes for the students. The Croajingolong part of the hike was deleted



and instead students spent 6 nights/7 days in the Bogong High plains culminating in some time spent at Howmans Gap to rest and reflect on the hike and how they had changed over the year.

- Students were given the opportunity to present to their peers the changes and biggest impacts on their life in the Year 9 Program.
- Purchase of a Toyota Troop Carrier 4WD as a support vehicle for the expeditions.

2016

- Purchase of a smaller luggage trailer to use behind the Toyota Troop Carrier.
- Additional packs and tents purchased to cater for the growing numbers.
- The involvement of Mernda campus on several of the camps.

2017

- An additional hike was planned at Lerderberg but due to the weather and inadequate reconnoitering it was cancelled. This area has now been more thoroughly investigated with the view to have this hike included in 2018
- Purchase of additional packs and spare sleeping bags due to Japanese students joining us on the Fryers Ranges Hike.
- Purchase of a Mavic Pro Drone – this is to be used in for the production of promotional material as well as giving students access to the footage for their presentation evening.

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.

2019

- Purchase of 5 additional jackets and 5 packs to increase the number of different sizes available for student use.
- Purchase of 3 new radios to increase the total number of radios to 25, this allows for more groups that are smaller but still stay in contact with the coordinator and other groups.

2020

- Purchase of 20 new Wurley 2 tents to replace the aging ridgeback tents.
- Purchase of 1 new radio to replace an old radio that failed.

2021

- Purchase of 10 new rain jackets to replace worn jackets and provide additional size options for students.
- Purchase of additional radios to replace aging ones and have a uniform battery platform
- Purchase of DJI Drone to update aging equipment.

2022

- Purchase of additional radios and packs to replace aging equipment.

Affiliations

Avondale College of Higher Education continues to be an integral part of the program with students taking part in the Bogong walks.

All L4L staff members have qualifications or are in the process of obtaining qualifications from Avondale College of Higher Education in Outdoor Education.

Future

In 2023 we will continue to go to Buangor and Fryers Ranges, both in Victoria. These areas have proven to be suitable and have 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 reconnoiter and develop additional routes on the high plains to meet the various fitness levels and needs of the students.

It has been recognised that with the growing numbers and the need for trained staff 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. This option continues to be investigated.

CHAPLAINCY

The Chaplaincy Team had an absolute blast this year! As this was the first full year out of lockdown, we knew that we had to start strong! To inspire and encourage our school community and to set the spiritual tone, the overarching themes for 2022 were Living Forward, in the Secondary space and





'Looking Up', in the Primary. The uplifting passage in Isaiah 43:18-19 provided the foundation for the Secondary theme: "But forget all that—it is nothing compared to what I am going to do. For I am about to do something new..." Whilst Colossians 3:2 "Set your mind on things above, not on things on the earth" founded the primary theme.

After two years spent in isolation, this was the year where we wanted to encourage one another to look toward the future, step out in faith and trust that God would provide in new and amazing ways. With many new things taking place, the chaplaincy team also changed. 2022 saw us welcome two new chaplains to Gilson College- Mr Stephen Cha and Mr John Micheal Ghosn, who joined Mrs Pauline Escano and Miss Chanelle Felix.

Here are a few highlights of 2022:

Gilson's Dedication Chapel – 2022 commenced with the annual dedication service that happens inside the gymnasium. This brings the school community together, including parents and families and allows them to be part of dedicating the school year to God. Across Secondary and Primary, Student Captains lead out in presenting a pledge that best represents the student body's commitment to be the best students they can be whilst at Gilson. Gilson Staff acknowledged their huge responsibility alongside parents of educating the students, and families and friends pledged to support the school in the nurturing of their children.

Chapels – Every Monday morning the Secondary school came together and worshipped as a whole student body. Chapels this year became more of an inactive opportunity for students to engage and lead out in various segments such as Welcome and icebreakers, praise and worship in song and prayer, and also receiving uplifting messages from chaplains and guest speakers to apply to their lives. With the addition of special event chapels, The Valentine's Day Chapel was a great way to kick off the term, reminding us of God's love, complete with a photo booth and some karaoke! Ending the year on a high,



Gilson also celebrated the gift of Jesus during Christmas, hosting the first ever Gilson's Got Talent and Christmas Chapel. Another highlight that came out of this, was seeing our school community band together to raise funds and also make up hampers to give to the less fortunate. The secondary school worked alongside an organisation called 'Launch Housing'- which is passionate about ending homelessness in Victoria. In total, the secondary school made and filled 30 hampers and raised over \$800.00.

Primary school chapels are held on Friday mornings and are divided into two chapels, foundations - year 3 and years 4-6. These chapels provide classes with the opportunity to get creative and demonstrate their understanding of God and how He's been working in their lives. Keeping in mind the foundation theme and text also incorporating the value of the week, chaplains, teachers and guest speakers can effectively minister to the students. 2022 also saw a significant increase in support from parents in attendance across both chapel services, further building the bridge between the parent community and the school.

SEW Weeks- This year we had four Spiritual Emphasis Weeks. Two in the high school and two in the primary. These weeks were characterised by the theme texts mentioned above. The first SEW welcomed back a familiar face to the secondary school, with guest speaker Pr Bernard Deojee, delivering powerful messages on 'Living Forward' in our journey with Christ. The second secondary SEW week split the secondary school into two chapels. Year 7-10 got to hear from the guest speaker Pr. Adrian Peterson, speak on the theme of 'Champions'. Whilst year 11-12, was student-led with Year 12 students given the opportunity to share their stories and Gilson experiences, as others got to listen to these testimonies focusing on the theme 'Outshine the Darkness' (Psalms 119:105).

The primary school also held two Spiritual Emphasis Weeks. The first SEW was themed 'Look Up Child' and our very own new and vibrant head of primary, Mrs Maree Worker, took the students on a journey through old testament stories highlighting hope and shaping our identities in Jesus. The second SEW was just as vibrant with the theme 'Level Up'. Pr. Tarenne Greenwood was the guest speaker

and challenged students in their spiritual walks to level up in various aspects of their lives and do so with Jesus by their side.

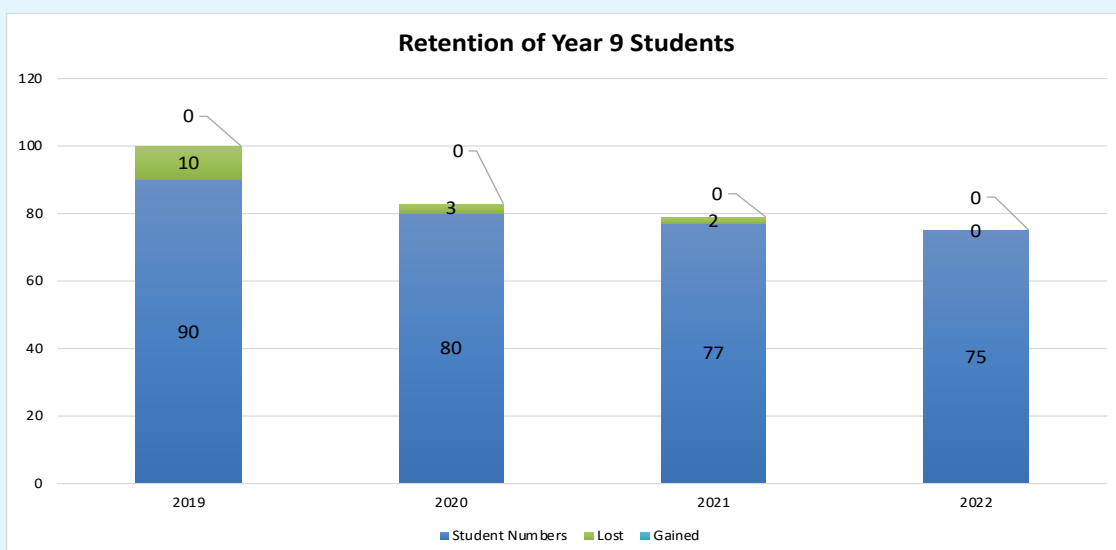
Bible Studies- As a result of the SEW programs, we had a plethora of students putting their hands up for Bible studies and prayer which was amazing to see! Pr Stephen and Pr Chanelle explored a variety of bible study guides catered to each year level across years 7-10.

Camps- With term one being the camp term at Gilson College, a chaplain was present on each of our year-level camps. These camps were an awesome opportunity for our team to connect with the students on a different level and in various environments outside of the school setting. In term 3, some of our more senior levels ventured out to Queensland and also got the opportunity to experience Avondale College, where they could potentially decide to study. The year of camps came to a close with the Year 9 Annual Mount Bogong hike, where students and staff were physically challenged and ended, sending off our Year 12's for their last camp as part of the college community.

Conclusion- The Secondary Chaplaincy Team could not have asked for a better year with such amazing staff and students. God showed up in ways we could not have imagined and carried our school community through a memorable year. It was a pleasure to serve on a chaplaincy team in 2022.

STUDENT ENROLMENT STATISTICS

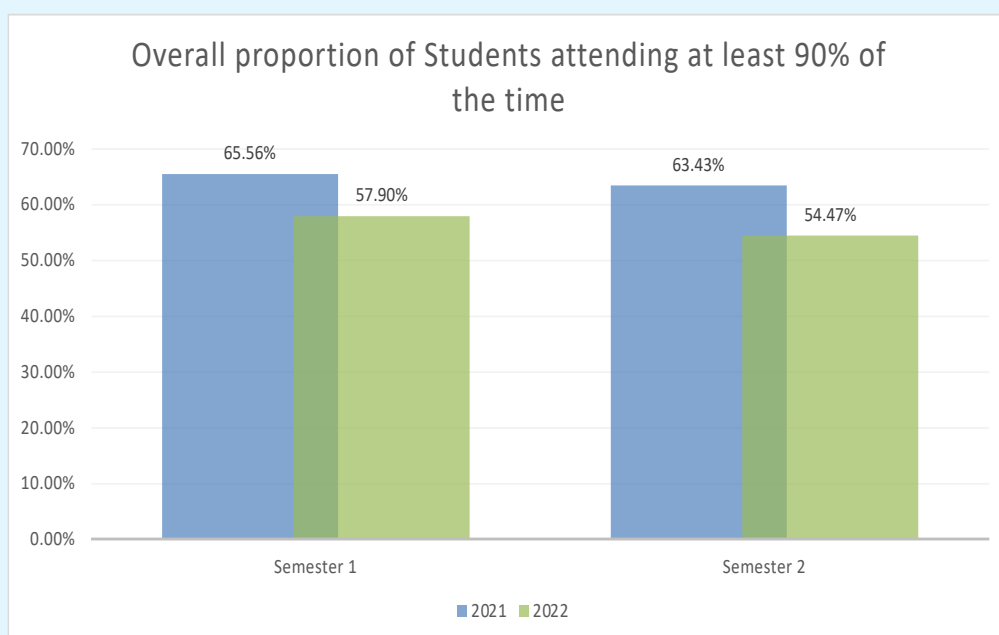
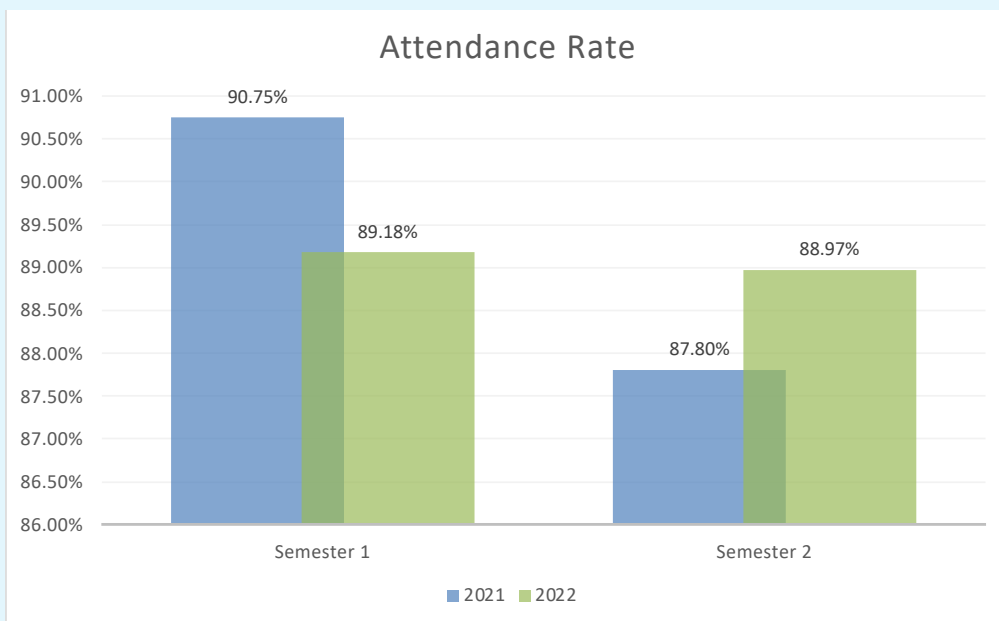
Student enrolments have consistently been on the increase at Gilson College for some years. In addition the retention of our Year 9 students has also remained consistent over the years. In 2022 we retained approximately 85% of the class that began in 2019. Majority of the number we retained were students that had begun in Foundation in 2009.



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 2022 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%



LITERACY AND NUMERACY

Numeracy

Over the past 12 months, Gilson College has closely examined its NAPLAN data from 2022. Staff and leaders have identified that there is an ongoing need for numeracy support for our students, and a need to work with our Mathematics teachers to ensure they are engaging in best practice across all classes. The 2022 data shows some growth in student achievement from 2021, but that there are still some gaps in our students' mathematical knowledge, particularly in Year 9, due to multiple years of Covid lockdowns and staff departures. Since the release of this year's NAPLAN data, staff in our Mathematics Department have met regularly to analyse student data, evaluate assessment procedures, and have engaged in discussions about how they can use this data to inform their teaching practices. Over the last few years, a strong focus has been placed on monitoring student growth and achievement. This NAPLAN data has been and will continue to be used 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. Through our Targeted Tutoring Program, our school tutors and permanent Educational Support Officers (ESOs) are continuing to work with students who need additional numeracy support on a small-group basis. Our numeracy lunchtime club is also continuing to run two days a week so students can seek 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. As a college, we recognise that testing data, such as NAPLAN, must inform teacher planning and hence our NAPLAN & PAT data for 2023 will be shared with staff as soon as possible when released in Term 2, so that they can continue to support student learning, implement enrichment support, improve teacher instruction and enhance their overall pedagogical capacity as educators.

Literacy

Writing

The 2022 NAPLAN results for writing highlight that a large number of our Year 7 students are excelling at writing, with a large percentage (61%) one year above the expected level, which equates to above the state and national means. Our PAT data also highlights a similar trend in Year 8, with 51% of students one year above the expected standard. Similarly, our NAPLAN data for Year 9 shows that 48% of the cohort is above the expected level. These results highlight that our teaching staff must continue supporting students who are above the expected level with extension/higher order thinking tasks and continue to provide rich learning opportunities, as well as targeted literacy support for selected students. 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. Once again, a strong focus will be placed on monitoring student growth and achievement. Our Targeted Tutoring Program and permanent ESOs, will work with students needing additional literacy support on a small-group basis. Our literacy lunchtime club runs three days a week so students can seek support from our English specialists.

Spelling

Our NAPLAN results also highlight that a large number of our Year 7 students are excelling at spelling, with 60% one year above the expected level, which is above the state and national means. In terms of Year 9, the data reveals that 40% of students were classified as one year above the expected level. Spelling will continue to be an integrated focus area for each of our English classes this year, particularly through fortnightly spelling tests in the junior school, and will be emphasised in all classes across the curriculum.

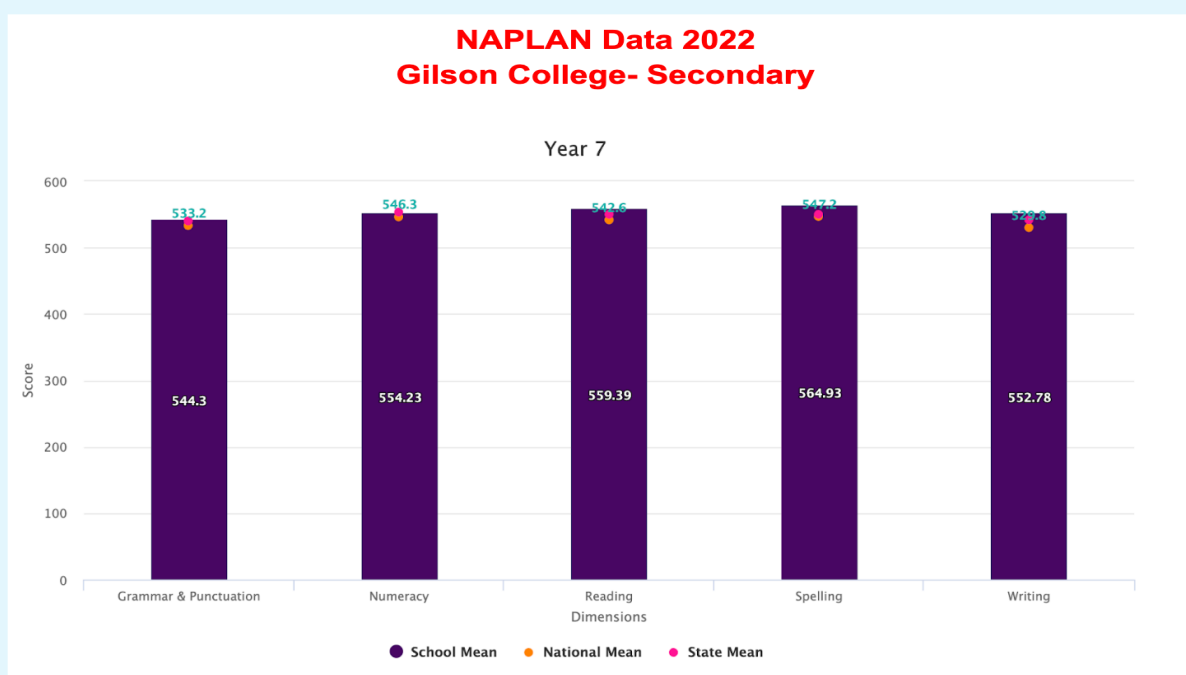
Reading

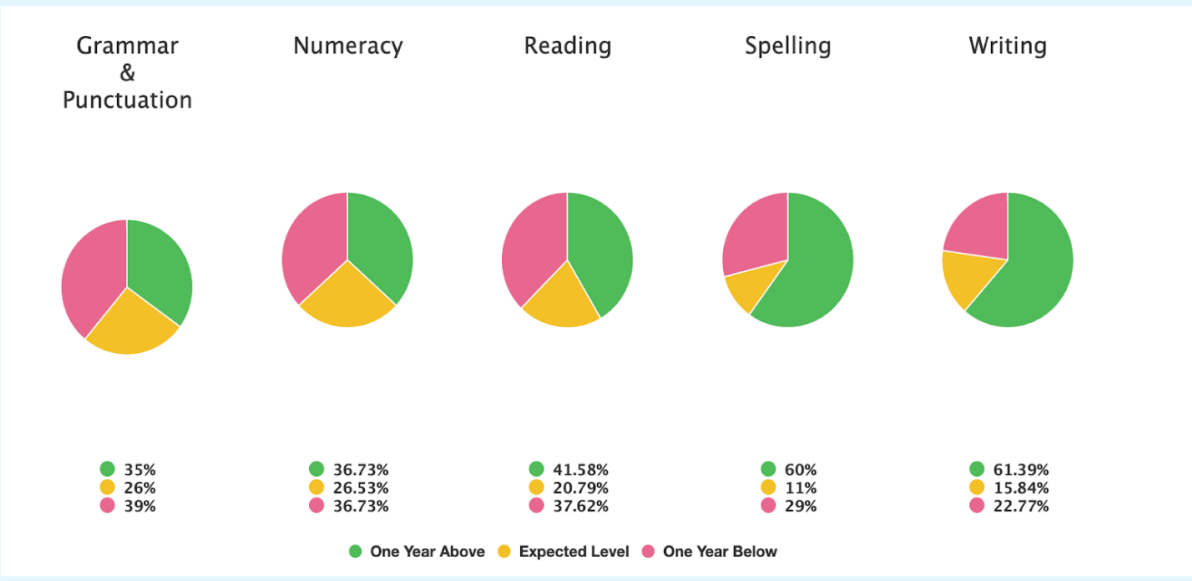
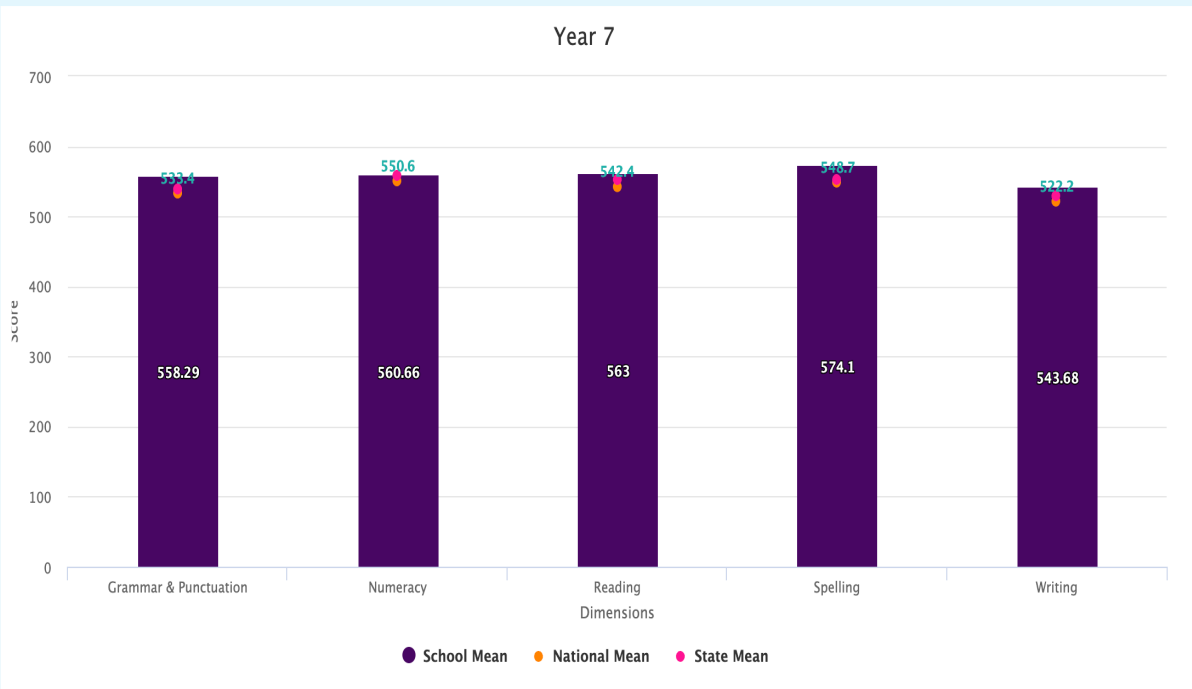
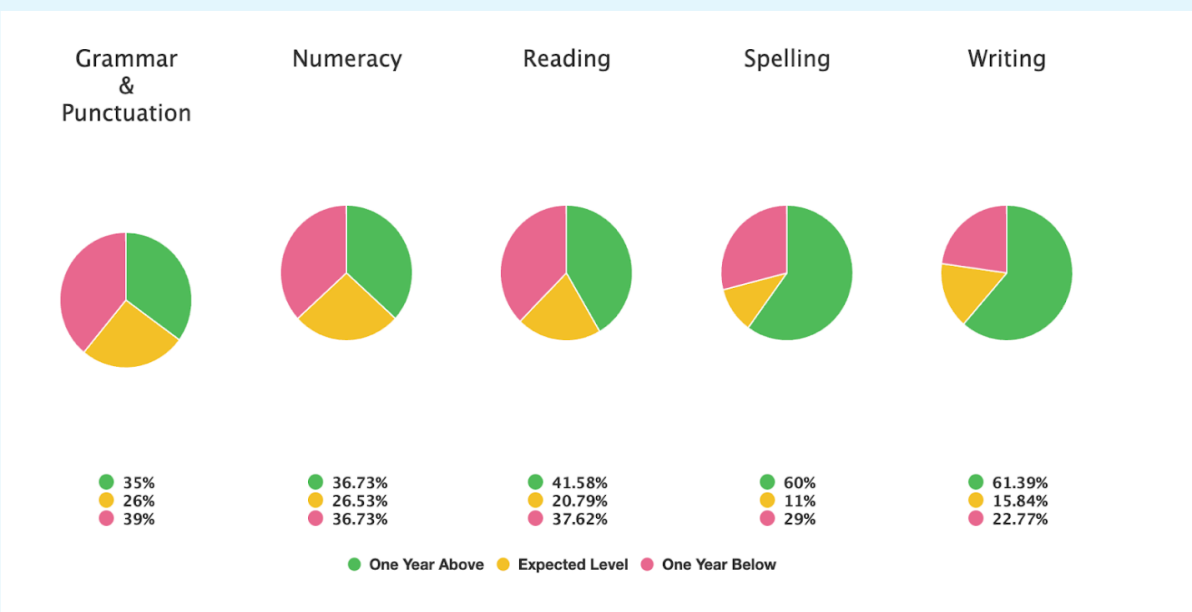
Our NAPLAN results from last year show that our Year 7 students were stronger in reading/ comprehension, compared to our Year 9 cohort. This indicates a strong need for all staff members to promote reading and actively provide opportunities for students to actively engage with reading, writing and speaking 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 after lunch. Research has also supported this activity as an effective strategy to settle students and prepare their brains for engaged learning.

Grammar and Punctuation

Our Year 7 and 9 NAPLAN results for Grammar and Punctuation show mixed results, with an ongoing need for further support in this area. This data, along with the other testing results, have been used by the English department and the wider staff body to identify students who need targeted intervention, support and extension. It should also be noted that evidence-based data has informed our decision to create provision for gender-specific learning in Year 7 English. This has proved to be effective in that research supports the notion that boys and girls learn differently. As a result, the classroom activities designed for our boys are more focused on group work, collaboration, practical and tactile learning as well as accessing a wide range of visual stimuli.

* Please see the 2022 & 2021 NAPLAN results for Year 7 & 9 below. The data is broken down into Year 7 and then Year 9.





NAPLAN Data 2022 Gilson College- Secondary

Year 9



Grammar & Punctuation

Numeracy

Reading

Spelling

Writing



● 29.47%
● 32.63%
● 37.89%

● 24.47%
● 25.53%
● 50%

● 27.08%
● 35.42%
● 37.5%

● 40%
● 29.47%
● 30.53%

● 48.42%
● 16.84%
● 34.74%

● One Year Above ● Expected Level ● One Year Below

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.

Below are the results for our Senior Secondary School. The results indicates that it has remained consistent over the years:

- 4.8% of ATARs scored above 90 (in the top 10% of the state)
- 9.4% of ATARS scored above 80 (in the top 20% of the state)
- 20.3% of ATARs were 70 and above (in the top 30% of the state)
- 34.4% of ATARs were 60 and above (in the top 40% of the state)
- 100% of our current students completed their VCE certificates



- 82% of our current students completed their VCAL certificates

SECTION 5 - 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 6 – 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.

