

*Gilson College*

**ANNUAL**

**REPORT**

**2019**



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## 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 the past 30 years. From humble beginnings, the College enrolment has grown, as of 2019, of around 1250 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 and protocols in place to protect children, support those at risk and respond to incidents or allegations of all forms of child abuse. These procedures are outlined in the Duty of Care, Child Protection and Child Code of Conduct Policies. All are available on the school website.



### PRINCIPAL'S REPORT

As we reflect on 2019, we acknowledge that as we work together, we work for God. As it states in Psalms 127:1 Unless the LORD builds the house, they labour in vain who build it; Unless the LORD guards the city, the watchman stays awake in vain. In working together we recognise that there are many people on the team and this includes our teachers, but also parents, and the significant number of non-teaching staff (bus drivers, IT, aides, admin/office, uniform, can-teen and

grounds/maintenance) who are all focused on providing an environment that allows our students to thrive.

On the Taylors Hill campus, our student numbers have now reached capacity, and our major future changes to our infrastructure are a performing arts complex and a VCE centre. However, in the immediate future, construction has begun on our Year 7/8 complex, and this will be ready early next year. Also, the development of the land behind the Eco-science centre has begun, and we know the students will appreciate the amphitheatre for both passive recreation as well as dramatic performances. Furthermore, we have begun work on the kindergarten facility, which will introduce three and four-year-olds to the campus.

On the Mernda campus, we have grown from 48 students to around 220, and the community continues to grow in both numbers and support. Although slow-going, the plans for further infrastructure both on and surrounding the campus continue to develop. We are all looking forward to seeing this situation resolved to allow for an improved aesthetic appeal to our College entrance.

This year has been historic in that the Mernda campus has had its first cohort of Year 12 graduates and we salute them and their historic journey. Each year they were our pioneer group who progressed up through the year levels, and we wish them all the very best as they begin a new chapter of their lives.

In 2019 we had 12 graduates on our Mernda campus with Joel Atta (90.75) being the recipient of

the inaugural dux award. On the Taylors Hill campus, Blake Preusker (99.55) received the dux award from a group of 86 graduates, and we wish all of our graduates God's blessing as they move into new roles in our society. We know that they will make a positive impact and lead out with integrity, compassion and diligence.

With regard to the College's finances, I would like to thank our families for their faithful commitment to honouring their responsibilities in this area. Also, our department's heads and campus bur-sars have worked diligently to ensure that we have a positive financial position and that the business side of the College functions is sound.

At the close of 2019, 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:

Mrs Hannah Warner - other employment

Mr Richard Cassar - other employment

Mrs Leandra Soudien - maternity leave

Mrs Maree Lawty - maternity leave

Mr Ben Shaw - moving to sister schools in Victoria.

Mrs Bianca Martin - moving to sister schools in Victoria.

Mr Tim Luszczak - moving to sister schools in Victoria.

Joel Pakoti - moving to sister schools interstate (NSW)

Lee Menzie - moving to sister schools interstate (Tas)

Brayden Morton - moving to sister schools interstate (Tas)

Jake Farrow - one year contract and we wish to thank him.

Paul Lassig - bus driver to other employment

**On the Mernda campus we have said farewell to:**

Mrs Jo Starrett - maternity leave

Sanja Levatic - maternity leave

Amy Gray - maternity leave

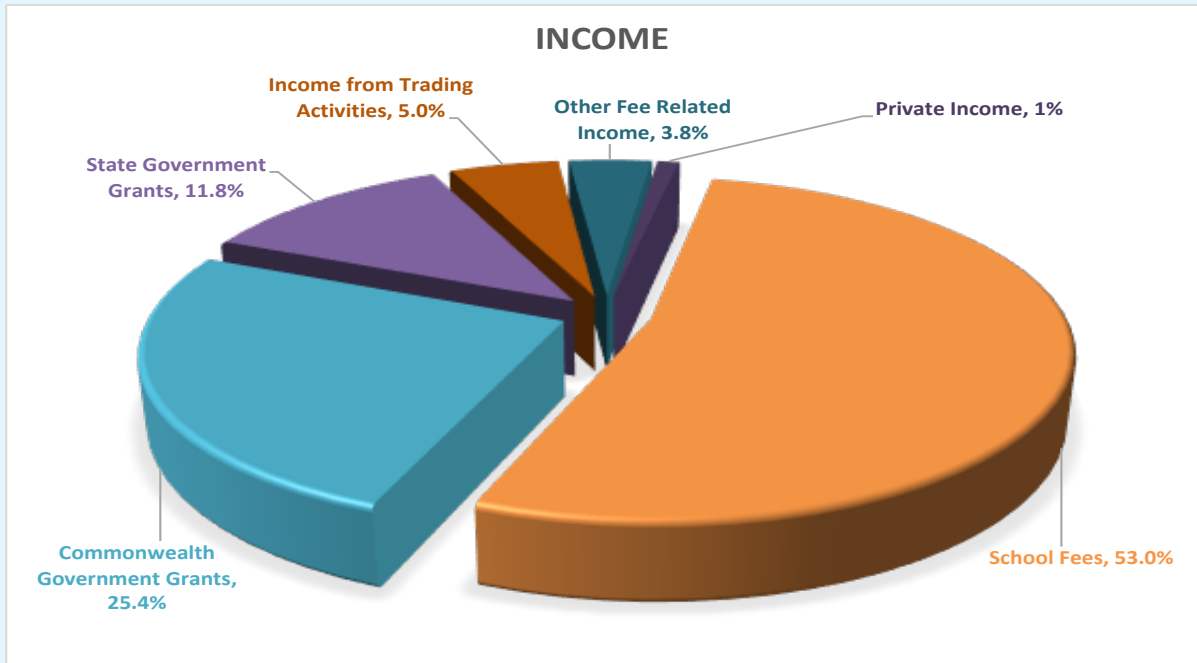
Alice Wang - other employment

We look forward to 2020 and the excitement that a new year brings. As we plan for our students' growth and to challenge and inspire them in the academic, physical, social and spiritual domains we trust that the partnership between the College and the home will continue to be one of teamwork and collaboration. This will ensure that our young people are equipped to handle the challenges of life in the 21st century. Mark B Vodéll, Principal

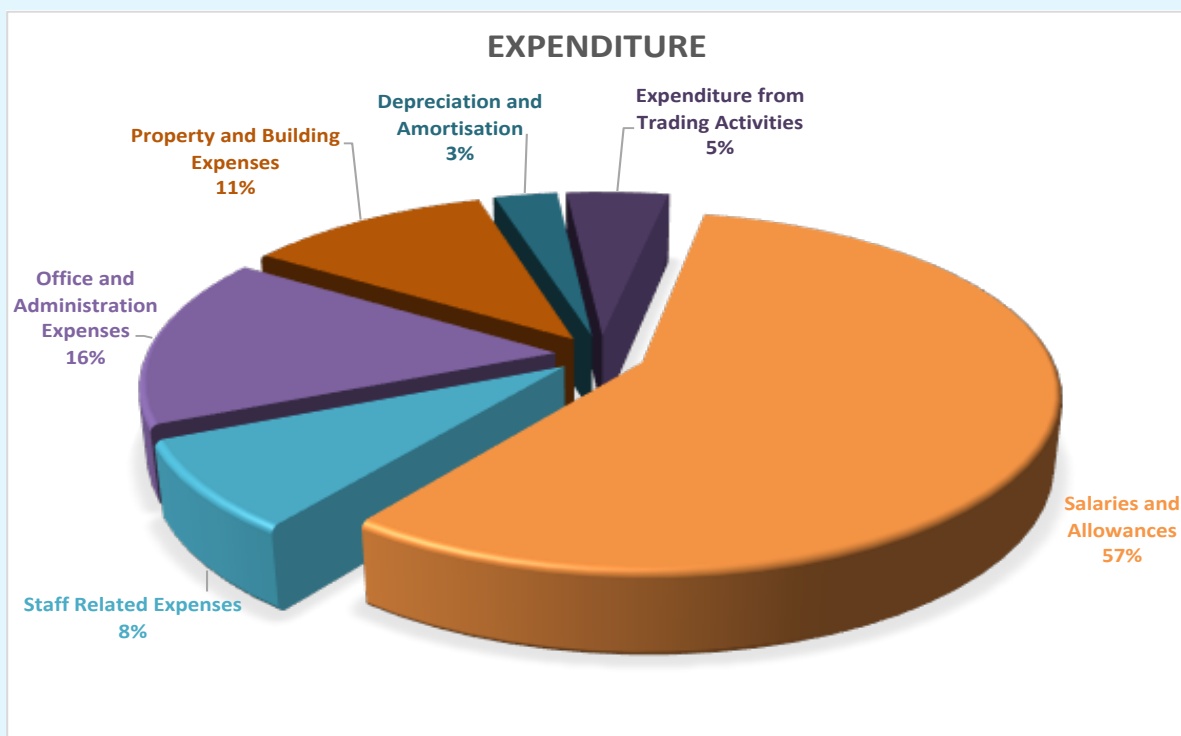
## FINANCIAL REPORT

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 maximising income and minimising expenditures while still offering quality Christian Education. For 2019 financial benchmarks for accounts payable, accounts receivable and budgetary guidelines were met.

A significant and major source of income remains the parents or families who fund their child's



education. This is a dedicated group of individuals who sacrifice much to ensure their sons and daughters have the best opportunities they can provide. At 53% 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 other side of the equation, reducing expenses is always a challenge. To meet this challenge, leaders at the College are consistently involved in planning, monitoring readjusting plans to address the College needs.

The largest expense has always been paying for the expertise of staff, with salaries, allowances and staff-related expenses at 65%. The other major expense, property and building expenses (11%), 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.

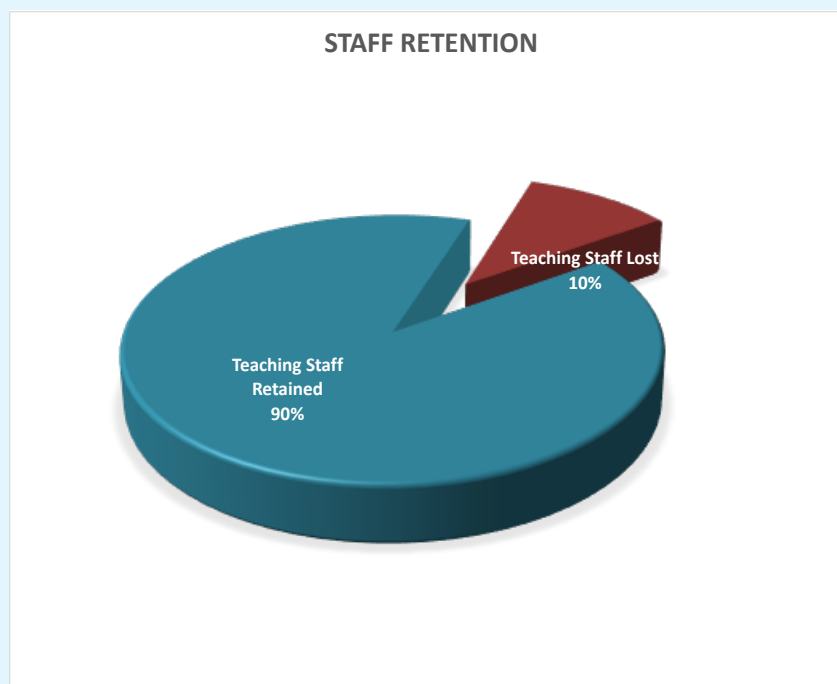
Both areas (staff and property) are directly linked to the growth of the College and will be expected to increase as the College grows. This, of course, will be linked to increased income.

## SECTION 2 – PROFESSIONAL FOCUS

### STAFF RETENTION

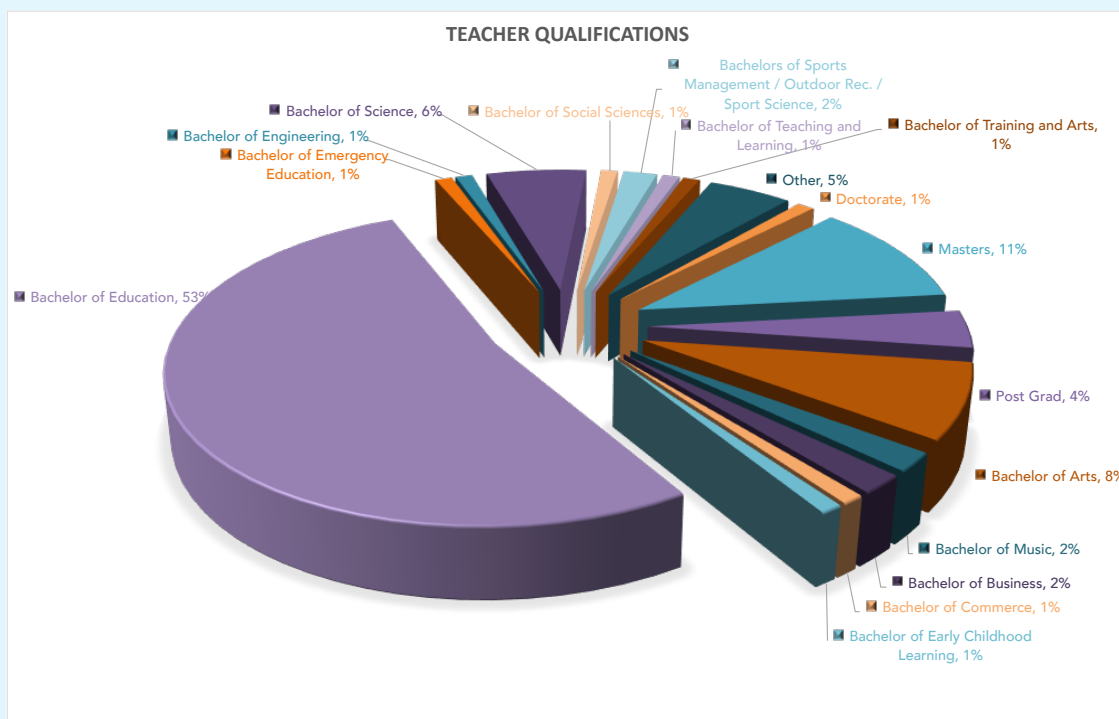
Staff College retention for 2019 has increased slightly from 2018. At the end of 2019, 11 staff left the College (both campuses included), out of a total of almost 106. This provides a retention rate of 89.63%, which indicates that the rate has been reasonably consistent over the last few years.

The most common reasons for leaving the College in 2019: moving to our sister schools, making a career change and starting a family.



### STAFF QUALIFICATIONS

The staff at Gilson College are highly qualified professionals, with the vast majority having earned a university degree, and many having multiple other professional qualifications. The graph below gives a percentage of all the acquired qualifications of the teaching staff at the College. Staff 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.



## PROFESSIONAL LEARNING

### Primary Teaching and Learning

**Smart Spelling:** We have embedded Smart Spelling into our primary school from Prep to year 6. L&T team continues to mentor and coach teachers to ensure that this is being done accurately and is following the SMART SPELLING APPROACH.

**Math Pathways:** in 2019, we allocated Paul Goossens as a coach to help support the program. We have seen wonderful results due to this, with 97% of students achieving over 1.2 years of growth in one year of learning. Paul continues to coach and mentor the year 5 and 6 teachers with the focus in 2020 being on extending our high achievers.

**EY Mathematics:** In 2019, we saw the adoption of the MOI to help drive teachers planning and pedagogy. We have seen a significant improvement in students academic results, and teacher capacity as the MOI allows us to pinpoint every student's individual learning needs.

**Literacy Circles/Daily Five/Reciprocal Reading:** We continue to embed, develop and enhance Literacy Circles, Daily Five and Reciprocal reading 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 help students learning through our Literacy and numeracy coach. In 2019 we began using the CAFÉ model to support and extend the students in year 2. This continues to be embedded in 2020.

**PB4L:** in 2019, we achieved Fidelity in our tier 3 interventions. We also launched the primary school lunchtime and recess rewards program to support student's behaviour in the schoolyard. We have continued to refine our tier 1, 2 and 3 support interventions which have seen an overall decline in the number of students who are being put on Tier 2 supports and students who have had a negative behaviour recorded on SEQTA. In 2020 we will revise and redevelop our branding around PB4L to make this more student-friendly and to include the spiritual narrative.

PLCs: In 2019, we began our journey of implementing PLC (professional learning communities) in primary school. This allowed teachers to have more voice in driving their Professional development as well as using students data to implement change to improve academic results. PAT testing at the end of 2019 showed a significant decline in the number of students on Stanine 1, 2 and 3 as we were meeting students' needs and moving them accordingly. In 2020 we will continue to develop our level leaders to be able to lead their teams effectively and to improve student wellbeing, spirituality and academic results.

Peer Observations: In 2019, we began providing the teacher with the opportunity to observe other teachers improve their capacity. This has continued in 2020 with more time being made available as well as a teacher now being given a peer observation sheet to help the teacher provide feedback to their peers.

LLI: in 2020, we have launched the Levelled Literacy Intervention program. This has replaced Reading Recovery as the program allows the teacher to work with up to 5 students at a time, which means we can provide extensive intervention to students throughout the year. The program also caters from students in Foundation to year 10. Already we have seen a significant improvement in the students Running Record level and comprehension.

7 Steps of writing: This was implemented in 2020 to help provide a whole-school framework and focus on writing. This has been adopted well by students and teachers. Already we have seen students more engaged and excited to write. We will continue to implement and develop teacher's capacity in 2020.

Staff Capacity: We have continued to make developing staff capacity a considerable priority. This has been enhanced by peer observations, literacy and numeracy coaching, action research as well as appointing an ESO coach.

### **Secondary Teaching and Learning**

Staff Capacity: We have continued to make developing staff capacity a huge priority. This has been enhanced by peer observations, literacy and numeracy coaching, action research and department meetings.

VCAL Program: The Secondary Schools' most outstanding achievement this year was being able to be approved to teach our VCAL program for 2019. The VCAL team consisted of three teachers – Mrs Katerina Crichton, Neil McAndrew and Anne Frater. The program offers Bible, Work Related Skills, VCAL Numeracy, VCAL Literacy and Personal Development Skill. In September of this year, these staff members successfully presented to the VCAL panel demonstrating all their successes, planning, improvements, student folios as evidence and programs for their subject areas. They were able to pass this stage of the program and will now prepare for the next phase in 2021.

PB4L: In 2019, we achieved Fidelity in our tier 3 interventions. We have continued to refine our tier 1, 2 and 3 support interventions which have seen an overall decline in the number of students who are being put on Tier 2 supports and students who have had a negative behaviour recorded on SEQTA. In 2020 we will revise and redevelop our branding around PB4L to make this more student-friendly and to include the spiritual narrative.

5MIN Walk Through's: This year, Bronwyn Cowled and Anne Frater were able to begin the process of classroom observations, using the 5-minute walk-through model. We had a strong start to this



program being able to visit a variety of subjects and teachers who voluntarily invited us to attend their classes. The process involved Bronwyn or Anne spending 5 minutes in a teachers' classroom observing a particular area that the teacher has requested assistance with. Some requests have included learning intentions, success criteria, behaviour management and giving instruction. Overall, this was a great start to peer observations and am hoping this will be in full force in 2020.

**Education Perfect:** Education Perfect is now a program that all staff use for students across all subject areas. Staff can assign specific tasks to students based on areas that need im-

provement to allow students to build their skills in that area. Like Maths Pathway, Education Perfect will be able to give data based on the work students have completed. This will then inform a teacher on how to either build the students learning skills or assist further to strengthen their area of weakness.

**Department Meetings:** This year, is the first time, departments were given more time to work in their groups. They were able to meet once a fortnight during protected time, working on programming and skill development and progression from Year 7-12. This allowed teams to see how students develop their skills over the years and how to help best them achieve them through planning and looking at the Australian Curriculum.

**Year level planning:** Teams who teach the same subjects and same year levels were given the opportunity to include our Keeping Safe Curriculum. The HPE and Careers departments were given time to plan in this area.



## SECTION 3 - STUDENT FOCUS

### PRIMARY - TAYLORS HILL

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 supports 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. With several new members of our chaplaincy team, we saw them engage 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 Student's wellbeing, learning and development. Our focus on 3Rs Respect, Responsibility and Resilience underpin teaching our students expectations underpinned by these three value pillars. In 2019 we reached Fidelity in implementing interventions and support for Tier 3 - specialised wrap-around supports for students. In 2019 our Wellbeing Coordinator worked proactively to promote healthy habits through parent information evenings, e.g. Raising Boys with Steve Biddulph, and incursions for students to develop skills in dealing with a range of concerns proactively. We saw an increase in students receiving "Gotcha cards" during lunchtimes and being acknowledged for positive behaviours and decline in negative interactions.

Our teachers continued to look at data and worked together strategically in Year level teams to plan weekly according to the data needs of students. As part of our Professional Learning Community, all teachers are engaged in Evidence-Based Observations or walkthroughs that support reflective practice, including peer observations which were highly utilised in 2019. In 2019 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 with a focus on our Level leaders. Our teacher aides are also part of a process of continued learning through an appraisal process and regular professional learning opportunities. In 2020 we wish to continue to develop their capacity and strategies to maximise student support and growth.

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 unacceptable behaviours continued to be implemented in 2019. The development of lunchtime clubs continued to provide a structured place for students to engage in a variety of activities. (art, sport, games, constructions etc.). In 2019 we started to involve parents in leading lunchtime clubs, encouraging active parent engagement.

Our learning focus for academic subjects in 2019 was to continue to develop the Maths workshops and strategies for real-life, hands-on maths. In the 2019 Year, 5 and 6 teachers continued implementing and refining the Maths pathways program work with a consultant to support the effective use of the rich data available. Teachers continue to sustain and develop Visible thinking and formative assessment





practices that have been long embedded within the habits of teacher pedagogy. The 2019 data showed that continued development in Writing F-6 would be our next strategic goal for developing our English program.

The 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.

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

Gilson Primary students were involved in a range of sports events during 2019. Annual Gilson Swimming Carnival, ASV Combined Sports Years 1-6 Sports, ASV Soccer & Basketball competitions, SSV Cross Country, CSPSSA Interschool Sports basketball, soccer, Athletics, CSPSSA Summer Interschool Sports Comp. Students also participated in several community activities that promoted being active such as National Walk Safely to School Day.

Learning events that were significant during 2019 was Book Week, French cultural infusion evening, Alliance Francais Competition. Learning outside the classroom included trips to Melbourne and Werribee Zoo, IMAX, Museum, Aquarium, ReThink Recycling Centre, Science Works, Canberra Tour and Sovereign Hill camp, Art excursions, Pollywoodside. Incursions - Antarctica, Drug Education; Forensic Science; Graffiti, Toys, History; Puberty Clues.

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 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.

What changes were made during the year?

In 2019 we encouraged great parent active participation through gardening and sewing clubs as well as supporting in classrooms regularly.

We introduce SPA data platform for teachers to triangulate standardised and teacher data in or to inform weekly planning.

We introduced Numeracy and Literacy coaching (coach) with specific coaches to support teachers in developing capacity further.

Refine AR as part of the appraisal process further to link it together.

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

We were pleased to congratulate two teachers who successfully completed their VIT induction process in 2019.

Mrs Delvin & Mr Lawty participated in one Cyclic Review as part of the Quality Adventist School Framework and is a member of the QASF review Team in 2019.

Was there anything of note achieved by students during the year

PAT results for students saw a reduction in Stanine 1 & 2 students which means students results are lifting as a result of quality teaching.

## SECONDARY - TAYLORS HILL

This year will be a year that adds to the great stories about Gilson, that we will be able to celebrate with time, in similar ways that we have celebrated the first Year Twelve class of 2001. The Year 2019 was the first year that offered VCAL as a choice for our students. With the Year 12 graduating class, twelve students had finished their secondary schooling by completing the Victorian Certificate of Applied Learning. Two students in lower years completed an Intermediate and a Foundation certificate as well, giving a group of 14 completing a VCAL certificate and being able to move onto other opportunities.



Our inaugural VCAL class began with twenty-nine students. Five students left through-out the year, for a variety of reasons including moving interstate. Of the students who graduated from the VCAL class in 2019, the students have successfully gone onto other pathways, including further studies, internships, apprenticeships and employment. Introducing VCAL to Gilson will provide ample opportunities for all the students with their varying abilities who want to finish and graduate from the College. Thank you to the great team of teachers; Katerina Crichton, Neil McAndrew, Anne Frater who worked together as a team. Not only working on new programs, but they also had to work through the complete audit process because this was our introductory year.



We would also like to acknowledge and thank the excellent team of Year 12 teachers who successfully supported the VCE students. Our cohort did very well in their exams, with our top students Blake Preusker with an outstanding score of 99.55. We want to thank the dedication of this great team of teachers, which makes these successes possible for students. We would also like to recognise the hard work and commitment of our Year 12 students to their study and completing VCE, working towards their career goals.

We had a number of teachers leave at the end of 2018, which makes way for new teachers but also saddens us as we lose expertise. Dr Tony Robinson, who has played a significant role at Gilson, since 2002 retired. We want to thank Tony for his commitment to providing ongoing opportunities for students to achieve their potential. Tony, along with Dr Tim Pope was instrumental in introducing the Year 9 Learning for Life program, for which Gilson has become well known. He was passionate about the outdoor and the positive impacts this could make on student engagement with their learning. He designed the program based on the work of Kurt Hahn, taking students out of their privileged environments, into nature and the wild, urban settings and volunteering into a rural community. Through these three aspects of learning, each student faced physical and mental challenges and opportunities to develop as individuals, as group members and as society members contributing to a broader community. The thriving Year 9 Learning for Life is part of the legacy that Tony leaves after thirty-five years of teaching.



Gilson College is a thriving environment with many experienced teachers who are happy to support and mentor new and early careers teachers. In the Secondary School in 2019 through their mentoring program, assisted in seeing seven young teachers. They joined the school over the past two years

to receive their full registration as proficient teachers. The team also welcomed eight new graduates at the beginning of the year to their team. These young people were engaged for their expertise in Sciences, Humanities, Arts and Biblical. Our existing staff are welcoming of young graduates and play a significant role in shaping the careers of these young people as they mentor them and work alongside them.

The alterations to the existing Year 8 rooms on the East Wing along with the addition of a learning space between Year 7 and the Year 8 rooms being started mid-year. This has caused a large amount of disruption as a junior science lab, and three classrooms have been decommissioned during this building process. We would like to acknowledge and thank Dr Tim Pope for the fantastic work that he has done this year during this time. With a new building program, he has spent a large amount of his time reprogramming rooms every few weeks to cater to the ongoing needs of the school. This has been a giant task with producing new timetables and room allocations on a regular basis.

Finding space in a school that is already under-resourced with classrooms, has proved to be challenging at the best of times, and staff need to be thanked for working around these difficulties. Temporary classrooms were set up in the upstairs Eco Science area as two extra classes. Thanks to the dedicated staff who every Friday had to pack up the desks of these areas and rearrange the chairs so that the Gilson College Church Community to meet on Saturday morning. Then there were staff who again had to arrange the desks ready for students on Monday.

During this time, the Year 12 Common was also reduced in size, with the room at the end being converted into a Year 12 classroom, which provided us with a third classroom. This space will continue to be used to ease the stress placed on classroom space at the College. We have also had to use two science rooms for over 400 students collaboratively. They were planning when and whose class could use a laboratory, while most science classes were delegated to standard classrooms. We look forward to the fourth Science Laboratory coming online, providing extra space for students to enjoy learning sciences in a more practical way.

The PB4L program, which is led by Peter Egyed in the Secondary School, was excited to be granted Fidelity by Dr Sherilee Poed, in all three Tiers of PB4L framework. We have been working as a whole school with ASV and Dr Poed over the last four years on this journey. During this time, we have been able to build





into the time table a regular meeting time for the Level Leaders who are the Tier 1 and Tier 2 team. These meetings led by Peter look at data and ways to assist students who need positive support and encouragement to support students. Peter has also been instrumental in training staff to understand the PB4L program with positive ways that they can support students in the supervision of their classes.

The ASV has also provided further training and opportunities in the professional development of the leadership team and key teachers by introducing us to Dr Russell Quaglia. We were invited to a one-day Professional Learning program in the city, where we learned more about Student Voice as a way of engaging our students. The conference has also formed a partnership with the Quaglia Institute. As a school, we are even more involved in learning more about Student Voice and incorporating this into our life so that we involve students more in the program and their learning at Gilson College. This professional development will continue into 2020.

Gilson College Music and Drama department treated the College to a magnificent evening of style. Led by Belinda Lassig and Natalia Mills, the students from Music and the senior band, as well as Drama, along with nearly 100 other students who volunteered to support and be involved in all aspects of stage management produced a spectacular school production, "Moments from Musicals". Students acted and sang scenes from musicals, such as Mary Poppins, High School Musical and Sound of Music. There were nearly three hundred families and guests who were delighted with the most professional performing arts presentation that Gilson College has staged. It was a real credit to all the teachers and students who were involved in this magnificent presentation.

Another great success of the school calendar year is the Multicultural Parade. The Year 12 students have promoted this festive day in the Secondary. The whole school is now involved in the cultural display, with over 100 of the secondary students participated by wearing their national costumes. The colours of our world displayed in the beautiful array of dress from all across the globe is a real highlight of the year. In the Secondary school, the day has also become known for the incredible array of National dishes and foods that have been made and are on sale for students to tempt their palates and enjoy the sumptuous feast that is provided by the Year 12 class. The parade, the food and the festivities at lunchtime with the

picnic atmosphere and Music are a real highlight of the secondary school year.

Our school program continues to be enhanced by the exciting things being done in each Department, providing a variety of opportunities for students to engage in their learning and their school environment.

Some of the ways that the various Departments have been adding to the learning experiences of students at Gilson College include but are not limited to:

The Arts Departments:

- Year 7 students again have created a large piece of artwork based on student's hands.
- Year 8 Drama Presentations at the end of each term, where parents were invited to witness the new skills being learned
- Year 9 Drama students clowning to the lower primary school and using these skills on their service camp.
- Senior Music actively involved with chapel bands and performing for a range of lunchtime school events.
- French students participating competitions at Alliance Francaise.
- Year 9 – 12 French students to a movie screening afternoon at the Association of French Teachers Victoria.
- Music Senior Band performing and competing at the 2019 Victorian School Music Festival.
- Senior Art student's excursion to Top Arts







#### The HPE Department:

- Swimming Carnival
- Athletics Carnival
- Participation at all Year Levels in a range of sports including soccer, tennis, table tennis, swimming, cross country, basketball, volleyball through School Sports Victoria.
- Basketball and volleyball competitions with Adventist Schools Victoria.
- Outdoor Recreation Camps and activities such as mountain bike riding, rock climbing, canoeing, skiing etc.
- A fun sports program through sports lessons and school lunchtime competitions
- Staff versus Students competitions especially in Basketball and Volleyball

#### The Design and Technology Department:

- Year 8 students presenting supper at the Drama Presents program, impressing parents and guests with their culinary expertise.
- Year 9 students catering for their service camp to Warrnambool.
- Year 8 Dragster competitions.
- Senior projects from our VCE students such as bookshelves, desks, lounges etc
- Hospitality students catering for school functions and dinners
- Year 8, Finger Foods.
- Excursion for Senior Design and Technology students to Top Designs.

#### English Department:

- Shakespeare School Incursion for Year 11 and 12 students by Australian Shakespeare Company for Othello and Measure for Measure learning more about language conventions, the characters and themes of the plays being studied.
- Education Perfect to help build English skills in students.

#### Science Department:

- Year 7 Zoo excursion
- Year 7 Rocket making and launching
- Year 8 Cell projects
- Year 9 and 10 Mini Science Investigations
- Year 12 Physics excursion to Luna Park studying motion
- Year 12 Chemistry excursions to La Trobe University
- Year 11 and 12 Biology excursions to the Zoo
- Education Perfect

#### Humanities Department:

- Year 7 Ancient Civilisations Presentations
- Year 8 students studying Medieval Europe chose to create models or drawings of housing, food, medieval weapons, clothing, torture devices, etc., to show their understanding of Medieval life.
- Year 11 and 12 Geography field trip to Docklands studying urban renewal and to Phillip Island.
- Year 9 sustainability studies while at Warrnambool.
- Year 11 and 12 Legal Studies excursions to Melbourne County Court to learn more about how the court system works.

#### Maths Department:

Maths Pathways is continuing to be rolled out through the school, with the Year 9's now involved in the program. Teachers are continuing to be trained as the program goes into the more senior years. As a school, we are actively involved with the Maths Pathways consultant to support staff with their ongoing professional development and understanding the ways to use the data to improve their teaching foci.

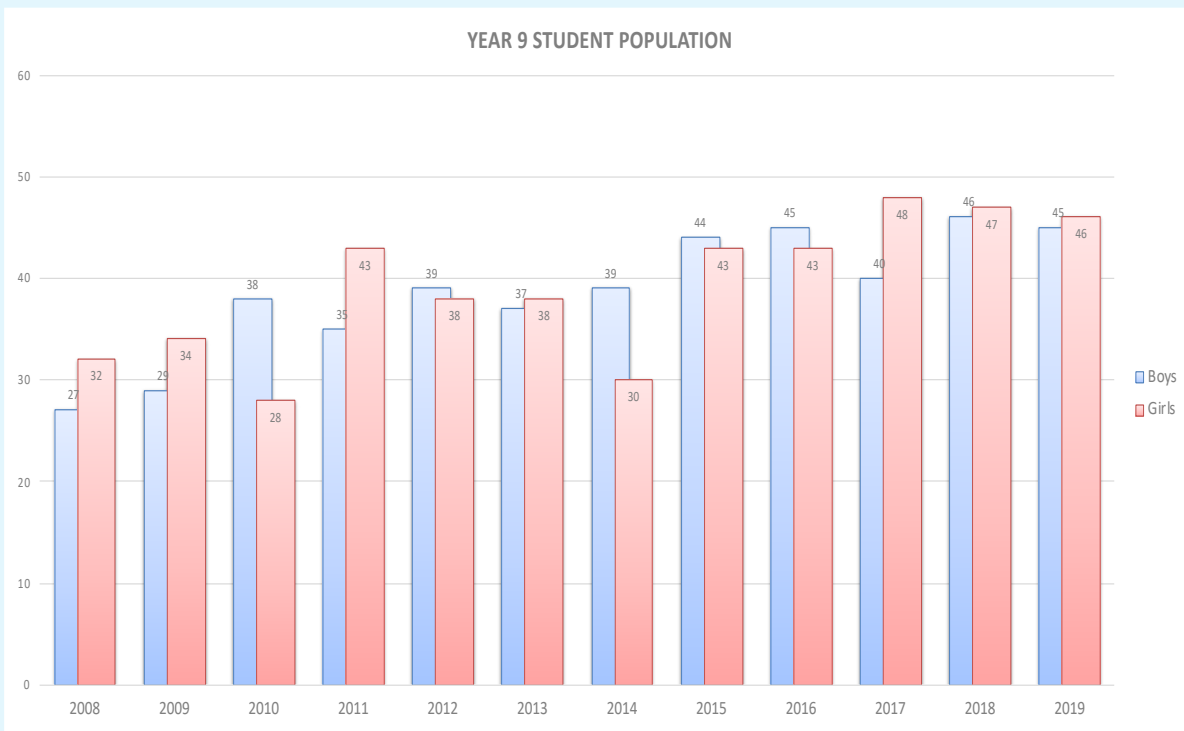
Although the building program has caused challenges, 2019 has seen the school continue to grow. Our students continue to enjoy the activities of the school, and many positive and fun events will form a part of each child's memories of their days as a Gilson College student.

### 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.

There are six full-time teaching staff with support in the areas of 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 3 significant components: Expeditionary Learning, Urban Learning and Ser-



vice 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 five-day base camp at Buangor State Forest with a 20km overnight experience and a three 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.

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 throughout 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 15th anniversary of our Warrnambool connection, working with organisations such as the Moyne Shire Council (MSC), the Warrnambool City Council (WCC), Heytesbury 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 practical activities and programs that include a puppet show, balloons, face painting, and 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 eight students.

### **Events**

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

<b>Date</b>	<b>Event</b>	<b>Description</b>
Feb 5	Parent Information Night	Starts 7.00pm to give information to Year 9 parents regarding the walking program
Feb 7	Werribee walk and Calling ceremony at Mt Macedon	Initial assessment of student ability. Leaving 9.30am returning at about 9.30pm, 10km walk. Bring lunch. BBQ for dinner supplied.
Feb 18 - 22	Departure ceremony and Buan-gor Training Camp	Parent involvement 7.45am to 8.30 am at the College. Base camp and overnight walk, 22km. Leave 9.30am Monday, return at 3.00pm Friday. Camping and Orienteering skills.
March 13-15	Fyers Ranges State Forest	Leave 9.30am Wednesday, return 3.00pm Friday. Camping and Orienteering skills.
May 2	Urban Day 1	City Studies
May 16	Urban Day 2	City Studies
May 30	Urban Day 3	City Studies
June 12	Urban Day 4	City Studies
June 27	Urban Day 5	City Studies
Aug 8	Local Service Day 1	Working in Local Areas
Aug 15	Local Service Day 2	Working in Local Areas
Aug 29	Local Service Day 3	Working in Local Areas
Sept 9-19	Warrnambool Service Camp	Warrnambool. Leave 10.30am, Return Thursday.
Oct 24 - 25	Training Hike for Bogong	Refresher and training hike in preparation for the Bogong Expedition
Nov 13 - 21	Bogong Expedition	Walking and orienteering skills, 40-60km. Leave 9.00am returning 3.00pm.
Dec 3	Year 8 Walk	Lerderderg. Blackwood to O'Brien's Crossing.
Dec 5	Reflection Day	Return to Werribee Gorge/Mt Macedon where the walk started to reflect on the year. Lunch at the Lerderderg Gorge, 10 Pin Bowling if available.



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

Further improvements have been made in addition to the procedures put in place since 2009.

In 2019

- Purchase of 5 additional jackets and five 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.

### **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 2019 we continued to go to Buangor and Fryers Ranges, both in Victoria. These areas have proved to be suitable with good outcomes, so they will continue to be developed further. The Bogong High plains continue 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.

It has been recognized that with the growing numbers and the need for the 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.

## PRIMARY AND SECONDARY – MERNDA

In the seventh Year at Gilson College Mernda campus, we continue to grow in numbers with 226 students in the Primary (161) and Secondary (65). Students enjoyed a wealth of experiences and opportunities, and the school community felt growth and development as we added Year 12 with VCE Units 3&4 to our program. As a staff, the focus of knowing each child and encouraging and supporting them to take part in all that the school had to offer reflects the commitment the College has to grow 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, “Jesus Saves” gave students an opportunity to lay the spiritual foundation for learning, discovery and participation throughout the year’s weekly chapels and special events. During the Festival of Faith (in both schools) the focus was Identity in Jesus and presented by Andy Litchfield. The powerful message was enriched by the leading out of the student band in the secondary, while in the primary student groups led out each day in praise and worship. In Semester two 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. This year we have been additionally blessed with Jeremy Choo joining the chaplaincy team as a part-time youth worker. Throughout the year chaplains, Sandy Wallis and Pastor Trent Martin provided mentoring, leadership and spiritual guidance during weekly chapels, and various service activities and Jeremy’s role particularly supported the Year 12 leadership team.

An initiative, led out by our chaplains and VCE coordinator was the Year 12 leadership retreat for all year, 12 students. On the first weekend of the school year, students and staff visited University College. Firstly, this was an opportunity for each student to dedicate the year with purpose and intent before God. Secondly, as students face the reality that tertiary studies are only a year away the visit to the university



campus and the motivating environment gave the opportunity for students to reflect on the possibilities ahead for them personally and collectively as a school. In support of the Friday night and Sabbath morning program, several personnel were involved. As Jeremy was just fresh out of Year

12, he connected powerfully with the students and helped prepare them mentally and spiritually for the year ahead. Collectively staff and chaplain encouraged students to focus and develop their purpose and goals as leaders of the first Year 12 group at Gilson College Mernda.

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 enthusiastically 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.

The school continued to provide opportunities for personal growth in the area of service at various points in the year through the Fired Up program, Weet-Bix Tryathlon and school community needs. For the second year, Year 10 students were given the opportunity to embrace love and service by participating in the overseas mission trip to Myanmar. A team of 36 volunteers from Taylors Hill, Mernda and Henderson Colleges, combined to do what Jesus calls us to do, and that is to serve beyond ourselves. The willingness of students and staff to stretch into uncomfortable territory saw the explicit development of valuable skills in delivering planned and spontaneous lessons with courage and determination. By displaying respect and responsibility for God and man that education finds its true purpose and stretched students to see beyond themselves.

To assist the school community and providing in-depth social and emotional support to Tier 3 students, the appointment of a neuro-psychotherapist on a half-day a week basis has significantly assisted students and families where wellbeing has been challenged. Support and guidance around ethics, values, relationships, and emotional issues and also the provision of student welfare and enhancing engagement with the broader community, by the existing Welfare Officer, has enriched the PB4L framework and student management across the school. As a school-led out with the wellbeing team, the year's focus has been on reinforcing the school's commitment to the Positive Behaviour for Learning framework (PB4L). Expectations across the school are clear transparent, and strategies encouraging a growth mindset continue to foster a positive learning culture where respectful, responsible and resilient relationships promote excellence in learning within Christian values framework. The expected behaviours were revised on our PB4L matrix, and students were daily reminded that expected behaviours would continue to be explicitly taught to foster positive relationships and behaviours.

For staff, the introduction of a massage chair to the staffroom area was met with delight and appreciation. It has become a space that allows staff to switch off for just a moment, to release some stress and tension in their busy day. The delight that the school would gift something for staff relaxation was received well.

The secondary school has continued to grow as the VCE program was expanded with the addition of Year 12. It has been exciting and encouraging the continued implementation of the Victorian Certificate of Education. To further support study skills and a learning mindset, the school year started with the Smart Start program across all levels in the secondary Years 7-12. The Peer Support program was also perfected and enthusiastically accepted by Year 11 and 7 students; the purpose of providing a firm foundation for learning potential and wellbeing with the transitioning Year 7 students. Year 11 students once again undertook training before school commenced that helped them be prepared to be mentors who will ease the unsettling changes from primary to secondary. It was encouraging to see students working together on Smart goals and organisational processes because success doesn't start in year 12. The time to begin fostering the habits that will allow students to reach their full potential starts in Year 7, and Smart Start sessions covered foundational pillars that would assist learning and promote independence.

The Learning 4 Life program in collaboration with the Taylors Hill campus continued to fine-tune the program 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 broader community through training, expeditions, projects and service through love, learning, exploring, and giving.

With the appointment of a careers practitioner, this year, a careers development link on the Gilson College website was established for the benefit of students and families of both campuses. In addition, My Career Match is run by Avondale College for Year 10 students. MCM specialises in career profiles for students - matching their personality style with the most suited careers. Students enjoy participating in the survey because it is fast and easy to use, and they discovered their natural strengths and talents and received a career profile. This information is valuable in setting students on the right path to discover their calling and education pathway.

Although the QAS components were under review and restructure, as a Campus, we focused on program documentation, school structures and processes.

Our professional learning community was supported with regular weekly Protected Time meetings and focussed on developing 'Wellbeing' tools and best practice protocols in the classroom. School leaders also trained in Evidence-Based Observations and spent time in the classrooms of volunteer teachers in an effort to improve best practice and teacher efficacy. Teachers freely shared and discussed how to best develop learning pathways for students using feedback from EBOs.

To further support the science faculty a Lab Technician Jenny Gersh was appointed for 2019. This addition to the staff has helped establish Chem Safety protocols and another arm to help provide OHS protocols and safety systems of operation.

With Increasing numbers in the primary school, it was decided that three composite classes of Year 1/2 would be formed. The school community was called together to explain the decision, and this enabled us to take on students that would otherwise be placed on a waiting list.





In a move to further strengthen Learning support across all year levels, additional staff were allocated time in supporting the team to further developing support and protocols to improve learning outcomes and adapting practical strategies for teachers as they worked towards making adjustments in the classroom. Teachers and Educational Support staff worked in all classes in the primary with Bridges Literacy and Numeracy and Year 7 - 8 support in the secondary.

The Bush School component of learning enriched our second cohort of Foundation students. As a learner-led and continuous learning process that takes place using the school's natural space at the front and rear ends of the school, staff have created a specific type of outdoor learning which has focussed on developing personal, social and emotional skills. Through careful application of theoretical and practical skills to designed to raise self-esteem, build confidence, independence, a sense of connection, awareness and mindfulness our students have enjoys the development of skills that connect the learner and the natural environment.

NAPLAN was used to reflect on improvement, and results indicate that our Smart Spelling program has continued to strengthen literacy skills. In the Maths area, Maths Pathways program (Years 5-10) continues to be strengthened as teachers intentionally are linking Australian Curriculum year level standards to learning tasks in the program regardless of where the student is performing.

Staff across all primary year levels are continuing to use VCOPs The Big Write to improve the writing skills of their students. We look forward to seeing how this initiative will continue to add value to student learning. 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. 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 staff communicate that they are supported to grow as leaders.

Events such as Book Week extended into the secondary and contributed to the culture and positive climate 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 continuation of the secondary choir under the directorship of Mrs Jenny Edgren, interest in song and performance excelled and a school worship band formed under the guidance of Year 5 teacher- Mr Hubert Nguyen and Chaplain- Jeremy Choo.

Students across the school performed in the School Productions with enthusiasm and excitement. Mrs Adele Bergmann and Mrs Marcia Christian worked tirelessly to bring to life the colourful story of 'Esther,' which was engaging for both the internal and external school community and an overall highlight of the year for students. Secondary students performed to a full house in the Acacia Room their first production of the text '12 Angry Men'. Supported by the school choir, it proved to be an exceptional event, and that too was a cultural and social highlight.

The Parents & 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. The school community benefited from the work of the P & F team under the leadership of Mrs Cassandra Preston. The community is blessed with an enthusiastic and supportive parent group that display the generosity of spirit. The year ended with a successful "Splash & Dash" wet colour run which was enjoyed by both students and teachers alike across the whole school. It was an exceptionally fun way to finish the school year as it connected students from Foundation to Year 12.

Happy Hands art classes for toddlers, provided two sessions a week. Young families have 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, and a consistent team has been beneficial for the program.

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 we all experienced during the year. School Captains in both the primary and secondary schools addressed the audiences of evenings delivering messages of hope and encouragement. In addition to the completion of VCE studies our first cohort of Year 12 students, this group also joined the Taylors Hill Year 12 students in a celebrate the completion of secondary schooling with the formal event and the Langham Hotel. 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 an Indoor play centre and a park and Years 4 to 11 visited Funfields.

Development of character was encouraged throughout the life of the school year, as this is what differentiates an individual in society. During classes, on the sporting field, lunchtime debating or student-led Bible study, in Chapels, Festival of Faith, assemblies, or commemorative services, social, sporting and academic leadership opportunities have strengthened students. In the midst of the busyness of learning, students have been encouraged to pursue the higher purpose of service. The theme this year 'Jesus Saves' is so fitting as the amazing journey which has continued to shape and teach the staff, students and the school community.

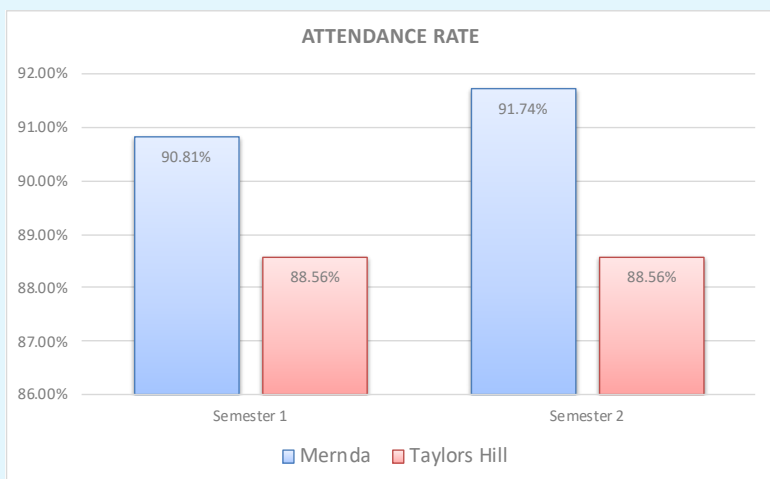
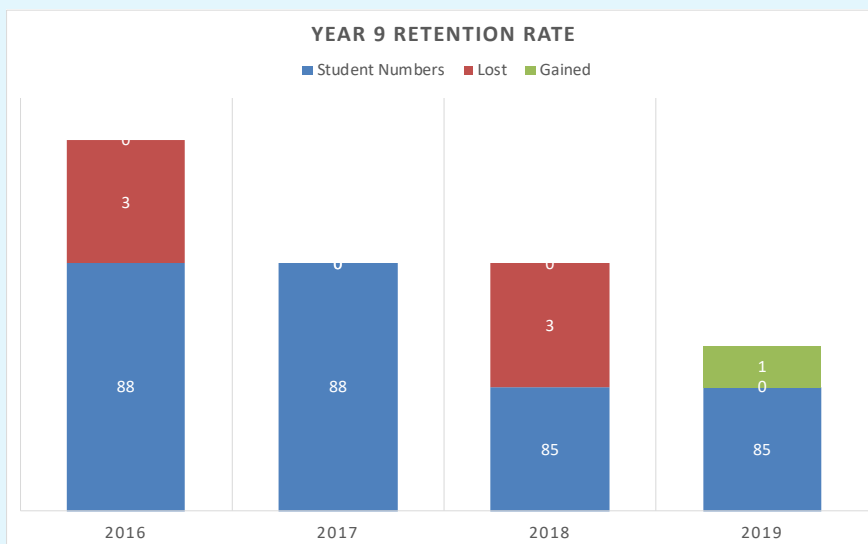
## STUDENT ENROLMENT STATISTICS

Student enrolments have been on the increase at Gilson College for quite a few years. With the continued expansion of the Taylors Hill Campus and the now established and growing Mernda Campus it is anticipated that student enrolments will continue to grow for some time.

Furthermore, the retention of our Year 9 students has been consistent over the years. In 2019 we retained approximately 95% of the class that began in 2016. Of the 95% that we retained 27% were students that had begun in Foundation in 2007.

## STUDENT ATTENDANCE

Student attendance at the College occasionally fluctuates. Attendance rates in 2019 was no different. Absences recorded for this year were due to illnesses, families away on holiday, personal reasons, Results for both campuses are graphed below.



## LITERACY AND NUMERACY

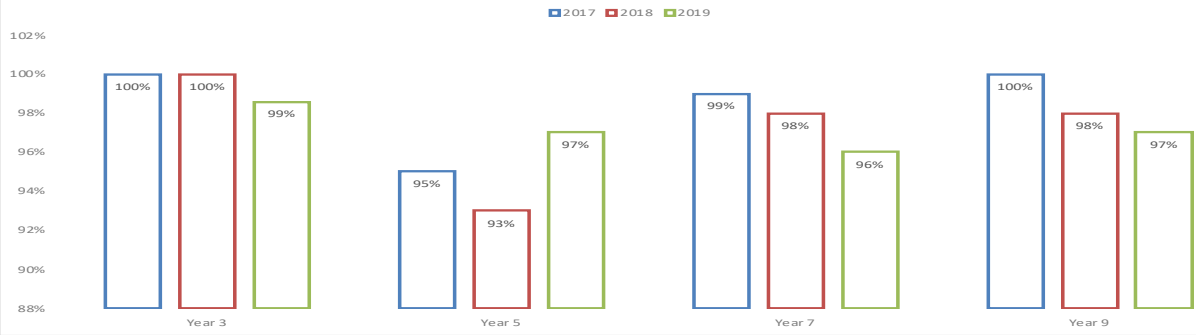
NAPLAN test results are used by the teachers at Gilson College to direct the focus of learning and the skills assessed in the various NAPLAN tests are integrated into everyday teaching at all levels, where appropriate. It is the practice at Gilson College to encourage all students to take part in the testing. Results are examined by

teachers and co-ordinators to determine the best way to advance learning and address the needs of those students highlighted in the tests.

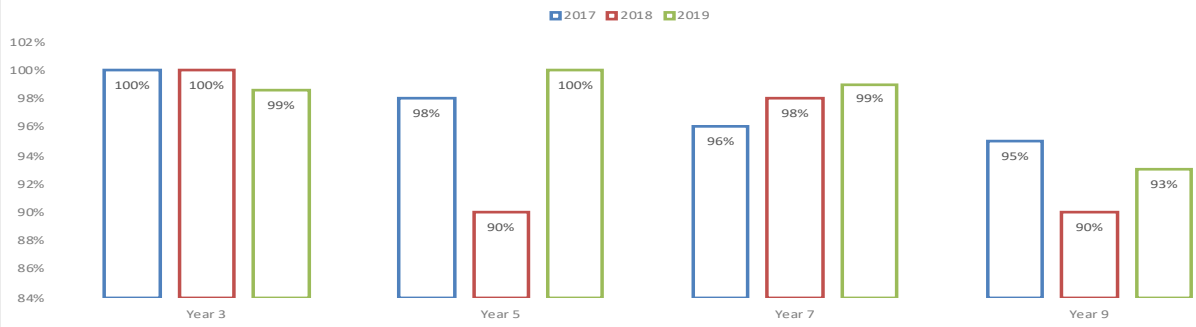
The following graphs demonstrate the results for the four major NAPLAN tests for the last three years. They show the percentage (%) of students in each year level who achieved a result that was equal to or above the national minimum standard.

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.

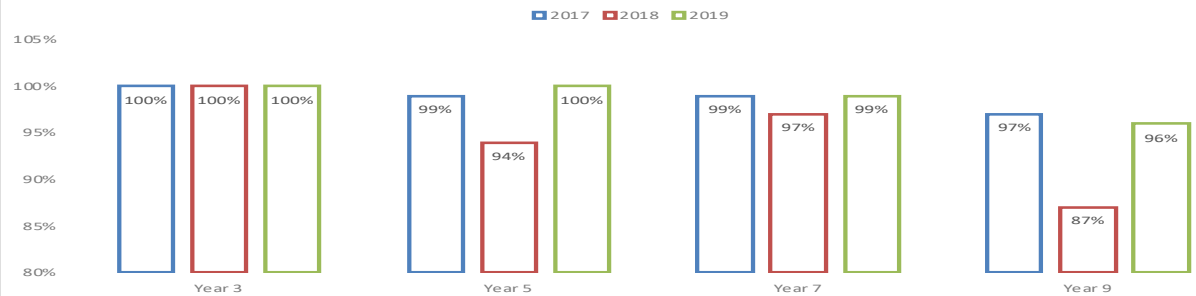
### Students At or Above National Minimum Standard in Reading



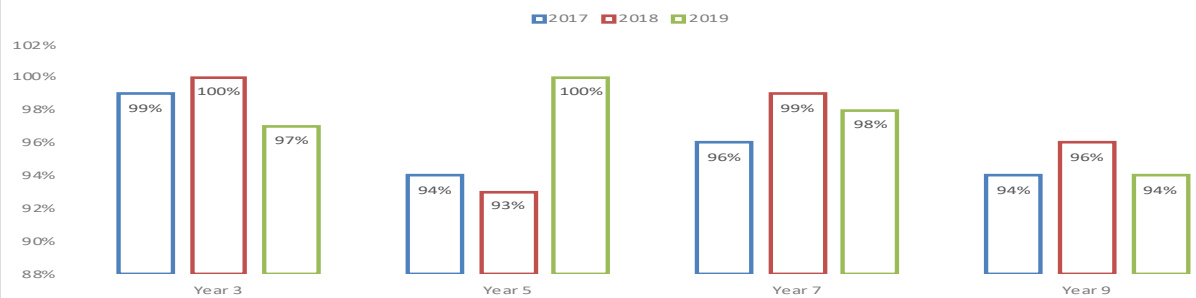
### Students At or Above National Minimum Standard in Writing



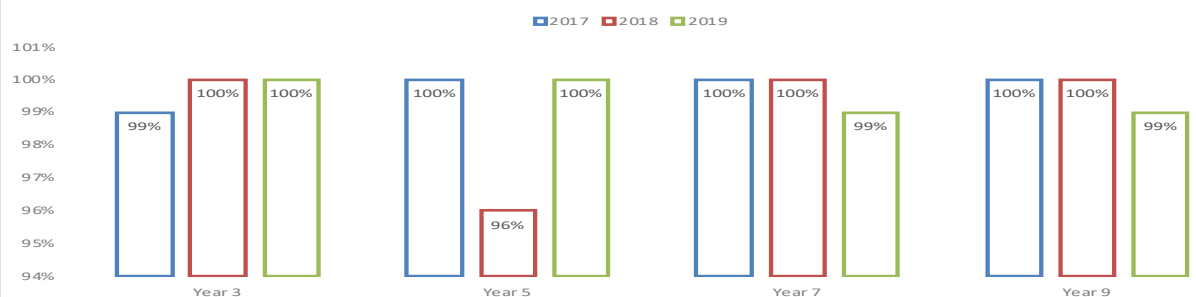
### Students At or Above National Minimum Standard in Spelling



### Students At or Above National Minimum Standard in Grammar and Punctuation



### Students At or Above National Minimum Standard in Numeracy

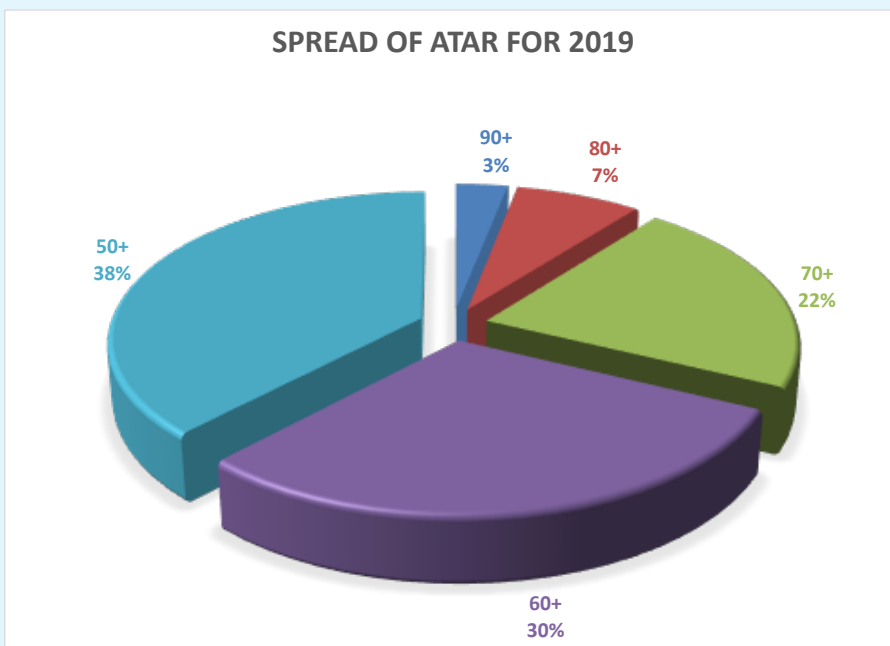
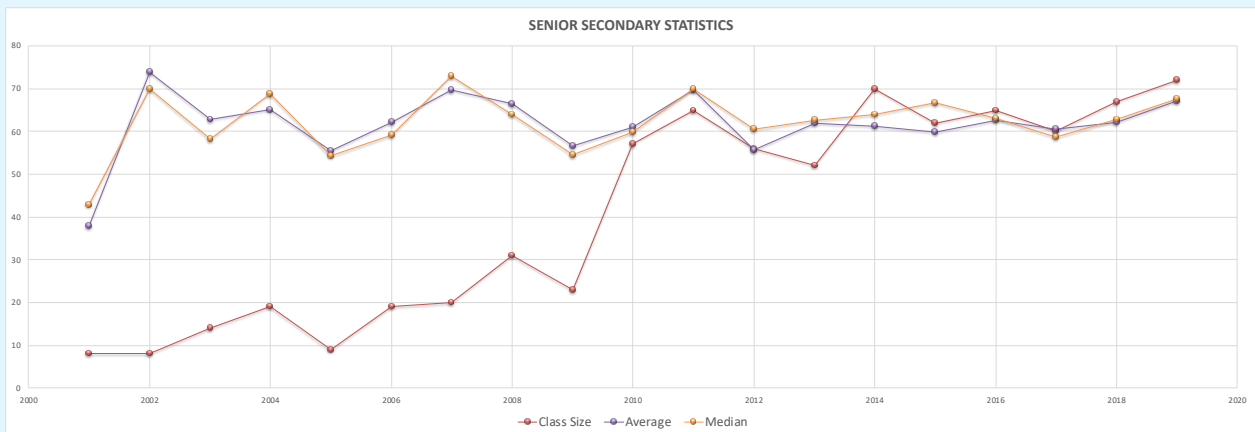


## SENIOR SECONDARY OUTCOMES

As shown in the graph below the results for the Senior Secondary school have been fairly consistent over the last few years. There were a large number of students who achieved high rankings and included in this for the first time are our students from our Mernda campus. Almost a quarter of our senior students scored above 70 and a third of the class scored above 80. The College is very proud of these results which demonstrate the high calibre of students completing their study at the College.



However, with the introduction of the VCAL program the challenge of providing for students who prefer to utilize other pathways, such as apprenticeships or traineeships has now been effectively addressed resulting in more streamlined VCE results.





## CHAPLAINCY

A new year always signifies and promotes an opportunity to set new goals, promote healthy change and move two steps forward. In 2019 we wanted to inspire and encourage the whole year to be founded upon a Bible text that would help the students to be immersed in a simple passage and

daily encourager and reminder. Micah 6:8 became the theme text of the year in which it encourages us to – “Act justly, love mercy, walk humbly, with your God”. It also became the year of addition as our team of Chaplains increased to five, as we welcomed into our Chaplaincy team Pr. Paul Goltz, Mr Jonathon Gillard, and Miss Katie Woodward who joined Mr Brayden Rath and Pr Mau Tuaoi. Here are a few highlights of 2019:

College Dedication Service – 2019 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. The students pledge to be the best student that they can be whilst at Gilson College. Gilson Staff acknowledges the huge responsibility alongside parents of educating the students, and they pledge to do their best. Families and friends pledge to support the school in the opportunity Gilson creates to nurture their child.

Chapels – Every Monday morning Secondary school came together and worshipped as a whole student body, this was the first year we united all year levels in secondary together and had everyone worshipping in the gymnasium as one student body. A new segment was added to the senior chapel called “Gilson’s Finest”. In this segment, we interview and celebrate students and staff that have excelled in a particular area of life. Primary school chapels are held on Friday mornings and are divided into two chapels, years Foundation - 3 and years 4-6. These chapels are the core to which we get 50 minutes to incorporate and effectively minister to the students, keeping in mind our foundational text and the weekly values. There has also been an increase in support from parents in attendance to the Foundation-year 3 chapel.

GSDs – Gilson Student Days is an effective program where students from the respective year levels prepare and participate in a worship service for the Campus Church in which allows the students to have a platform to express themselves, share and be heard. Whether it is creatively, through a song or dance or the speaking of a testimony.

SEW weeks – This year, we had three spiritual emphasis weeks. These weeks were characterized by the theme text mentioned above. The first Secondary Sew Week was called “The Pursuit” we had Pr. Eddie Hypolite as the guest speaker for the whole week in which he powerfully conveyed the message of pursuing justice.





The second SEW week split the secondary school into two chapels. Year 7-10 got to hear from the guest presenter Pr. Bernard Deojee. Whilst year 11-12, was student-led and they got to listen to year 12 students testimonies. The primary school conducted one SEW week. Our very own chaplains Pr. Jonathan and Pr. Paul spoke for the whole week. Pr. Jonathan spoke at the Year Prep-3 chapel whilst Pr. Paul spoke to the year 4-6 Chapel. They spoke on Ephesians 2:10 and how each student is Gods masterpiece and that they are all valued and loved by God.

Combined Schools Day of Worship – This year, Combined Schools day of worship was held on our Taylors Hill. Mernda campus joined us for this day, and the students were able to worship all together as one student body. The combined school worship day had to be shifted from its original date, and so it landed in the midst of the Second SEW week of the Taylors hill Secondary school. This allowed the opportunity for Pr. Bernard Deojee, to minister to all the students from both campuses and all secondary ages. The theme for this year's CSDW was "When he sees us" this was derived off the popular movie, based off a true story "When they see us" which featured the themes of discrimination, strength and resilience but for the most part, it spoke on injustice. It allowed the opportunity to speak on injustice but also to tie in the overall theme text of Micah 6:8. The primary Combined School day of worship's theme was "How To Get Your Super Hero On" Pr Darren Pratt encouraged the primary students from both campuses that with God on your side he will help them overcome anything in life.

Camps – A chaplain was present on each of our year level camps. A chaplain also was present at some of the sport and recreational camps, such as the surfing camp, ski Camp, rafting camp and Rock Climbing.

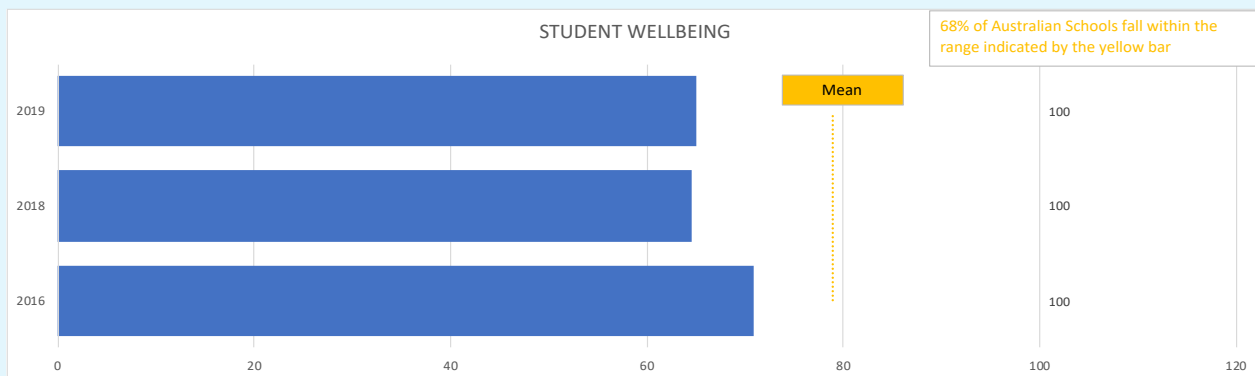
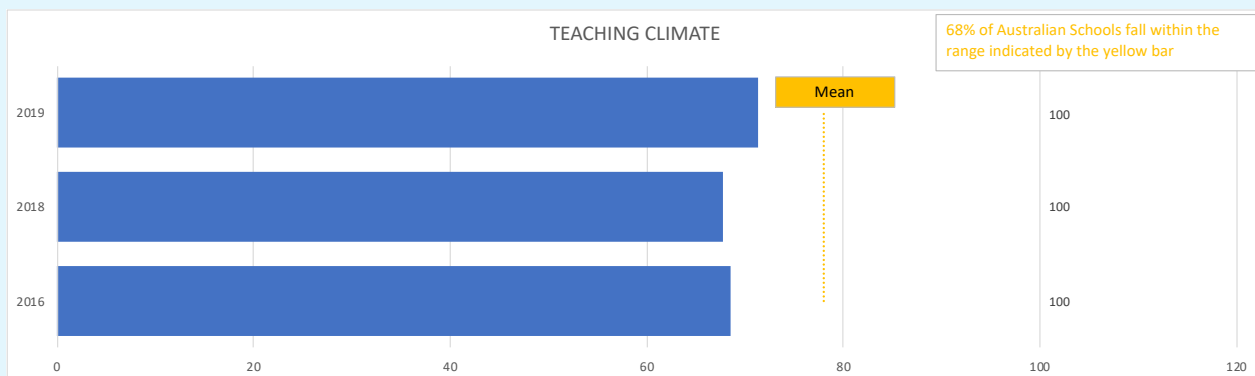
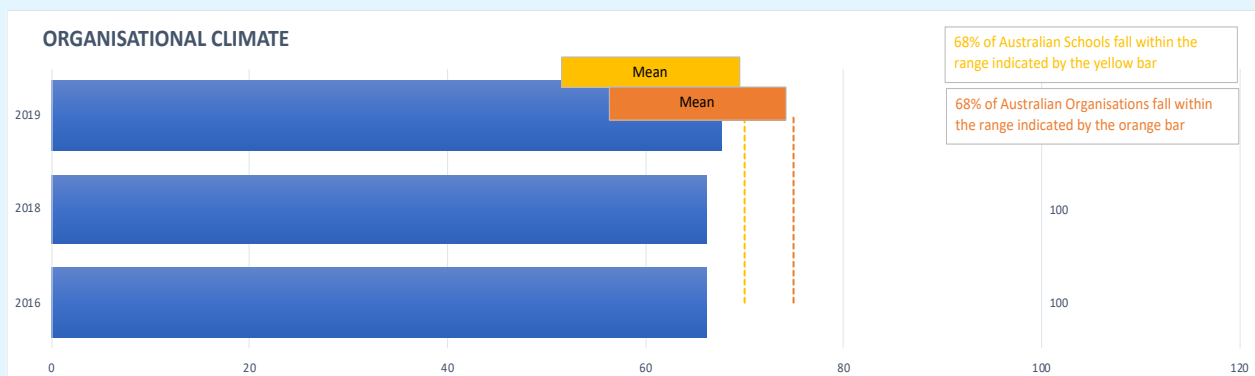
This year, the Chaplaincy office relocated from the offices located inside the main admin block to offices inside the gymnasium. A large positive change has been noticed, large volumes of students are actively visiting the Chaplains office, staffs are occupying the lounge space and café tables inside to hangout at break times too. The relocation of the chaplaincy office has effectively become a significant shift as it is now located in the centre and hub of where students interact the most. It has provided a comfortable, inviting and trusting space for students to be in and to receive support.

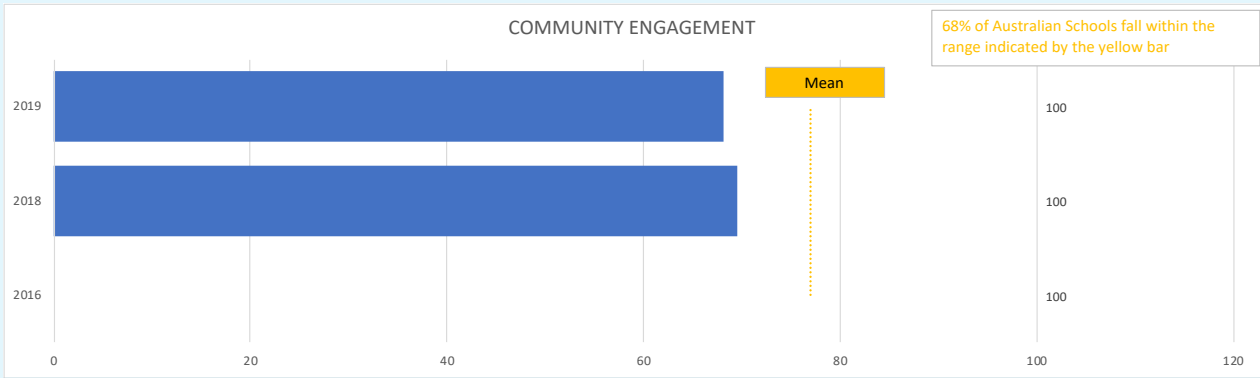
## SECTION 5 - COMMUNITY FOCUS

### SCHOOL IMPROVEMENT SURVEYS

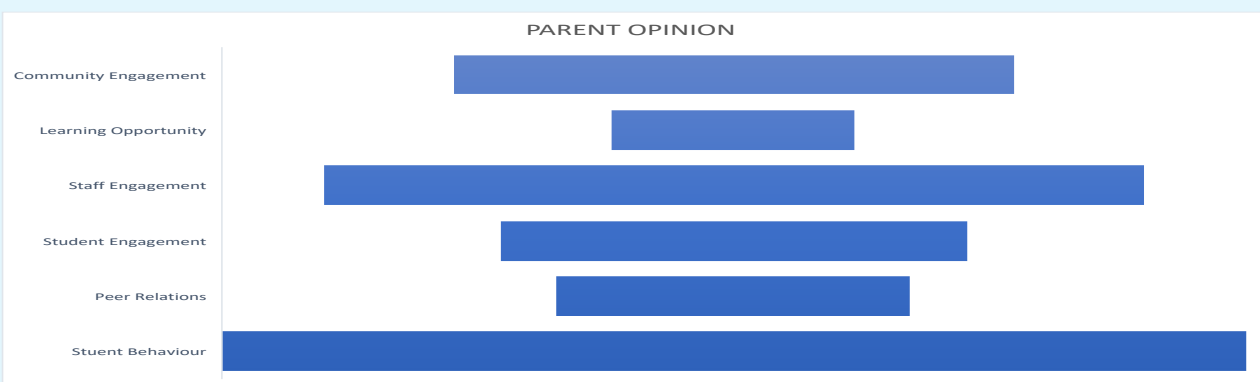
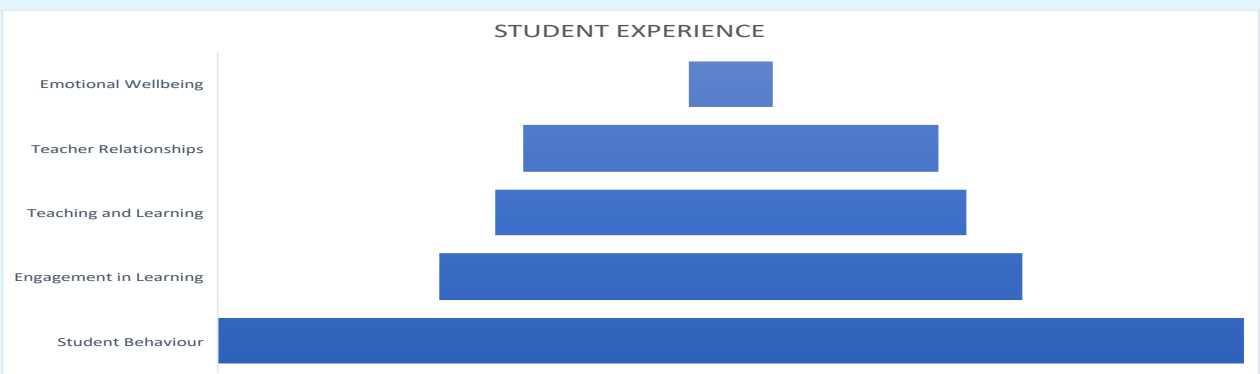
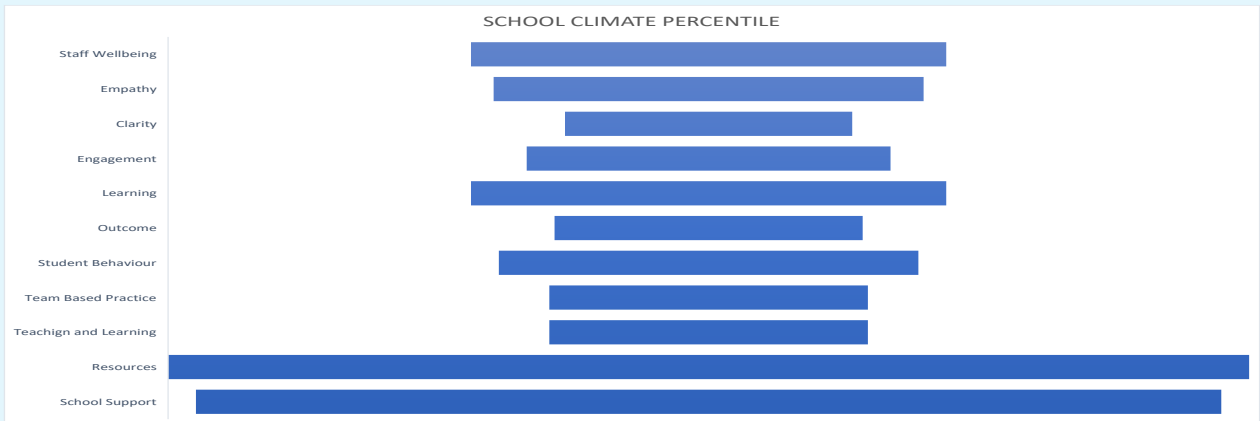
Each year the Gilson College Community is surveyed providing the College with data from staff, students and parents, this assists the College in understanding how well its operating. In 2019 the College was surveyed on its school culture and the purpose of which was to provide the College with a fair and balanced view of the attitude and behaviour of staff, students and parents.

In section one of the report called performance and gain it shows how the College is performing and how it has changed over time. When reflecting on the College climate scores graphically shown below it can be seen in each of the category; organistaional climate, teaching climate, student wellbeing and community engagment aggregate the College has steadily improved in a some of the areas.





Section two, the strength and opportunity section reports on the strengths of the College culture. This is based on the four cultural pillars which are the key drivers of the College strength and opportunities, and these are: Empathy - supportive leadership, Clarity - role clarity, Engagement - teamwork, empowerment, ownership and lastly Learning - appraisal and recognition, professional growth. In assessing the data graphed below in percentile, the College in most areas fell within the 50 percentile mark. This indicates there is certainly room for greater improvement. Areas that scored higher than the 50 percentile were Resources and School support.



## SECTION 6 - CONCLUSION

2019 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. As in previous years many of the programs instituted in the past were continued or expanded and current buildings were maintained and new ones were constructed. Expansion continues to take place at both campuses, this will continue for the next few years.

As has become the norm 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 and at Mernda.

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.

