



Shelford Girls' Grammar
School Performance Information
12 months to December 2018

The following information is published on an annual basis in compliance with Shelford Girls' Grammar's obligations under the current funding legislation.

Shelford's Vision, Mission and Values

Shelford's Vision

To have a reputation for excellence in girls' education

Shelford's Mission

Shelford strives to provide a quality education that encompasses the moral, physical, intellectual, social, emotional and aesthetic development of all students within a safe, caring and supportive community that acknowledges its rich heritage and Christian traditions.

Shelford's Values

At Shelford our core values underpin all that we do; they are embedded in every endeavour that we undertake.

Respect: celebrating excellence and diversity, being mindful of the needs of others, caring for the environment and encouraging community building and service.

Integrity: being courteous, reliable, honest, loyal and trustworthy and behaving ethically and making principled decisions that make a positive contribution to our community.

Passion: encouraging independent, self-aware and confident girls and young women to develop a love of learning, a desire and determination to make a positive contribution to a changing world, the courage and confidence to try new things, reach out to others and strive for justice.

Creativity: embracing the challenges of a changing world and responding with curiosity, imagination and innovative thinking.

School type – Independent P-12

Enrolments – 526

All females

Metropolitan

All schools are required to provide the community with information relating to the performance of the school. Measures for performance include student results, destinations, matters relating to the qualifications and on-going professional learning of teachers. At Shelford this information is provided on an on-going basis to the school community through various social media, the web page and the Quaerite magazine. This annual report is available on the School's website. A hardcopy is provided upon request.

Students

Shelford is consistently a high performing Independent Girls' School in Victoria. At Shelford, staff and students work together in a supportive environment where students are encouraged to achieve their best. The academic results are even more impressive, given that Shelford is a non-selective entry school.

Highlights

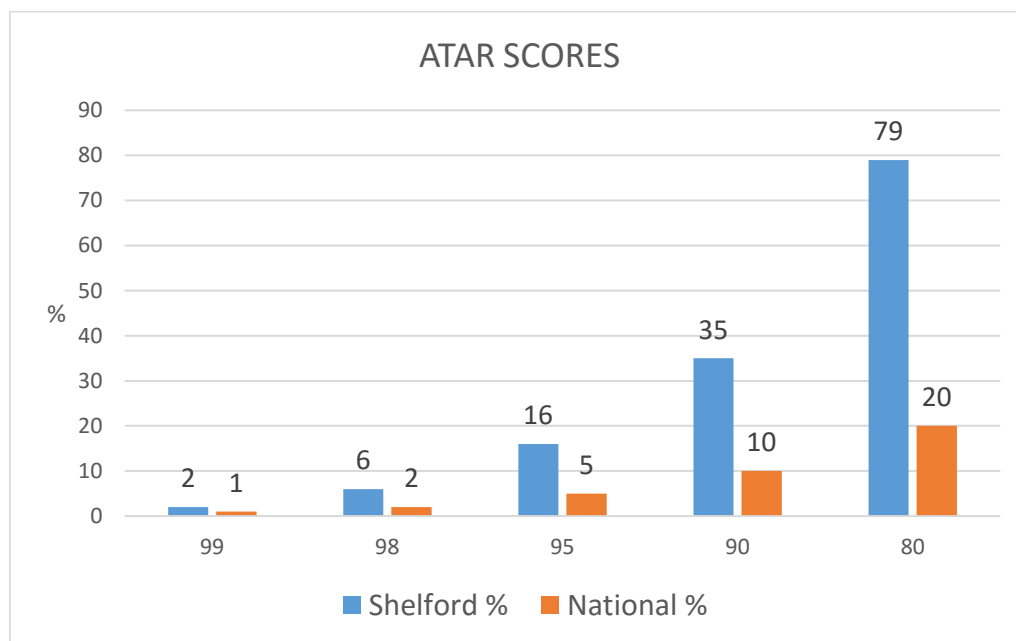
The Dux of the School is Huang Feng (99.50)

The Proxime Accessit to the Dux is Jamie Riddell (98.75)

- There were 2 perfect study scores of 50: English as an Additional Language – Huang Feng and Business Management – Jamie Riddell
- 6.5% of students received an ATAR score 98 or above placing them in the top 2% of students across Australia
- 16% of students received an ATAR score 95 or above, placing them in the top 5% of students across Australia
- 36% of students received an ATAR score 90 or above, placing them in the top 10% of students across Australia
- 57% of students received an ATAR score 85 or above, placing them in the top 15% of students across Australia
- 80% of students received an ATAR score 80 or above, placing them in the top 20% of students across Australia

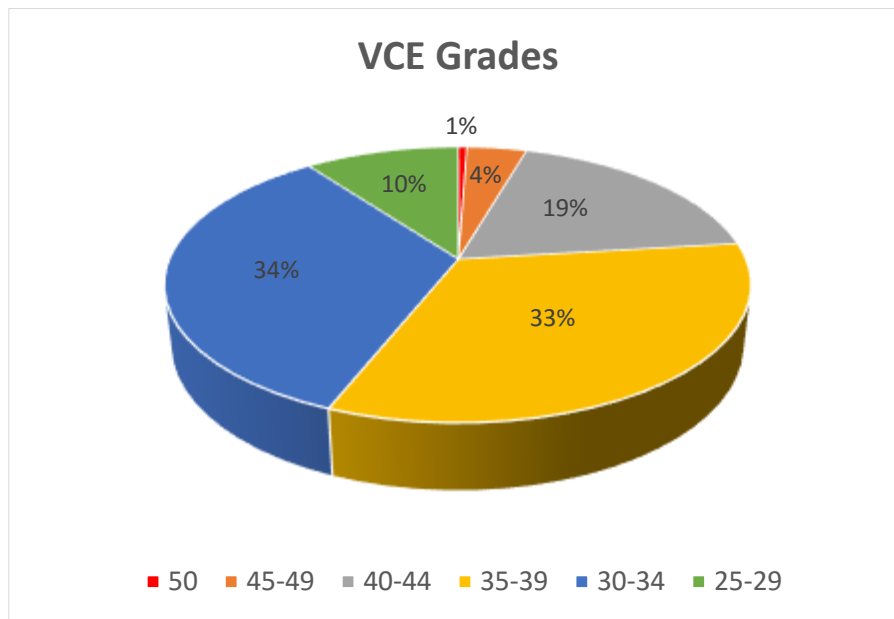
Shelford provides an impressive selection of VCE subjects, and one of its strengths is the involvement of students in a wide range of activities including Sport, the Visual and Performing Arts, Scientific Forums, Community Service and Overseas Exchanges and Study Tours.

Shelford 2018 Year 12 Results



The Median ATAR score was 86.28

Examination and internal results:



The Year 12 students made a wonderful contribution to the life of the School through their participation in a wide range of activities including:

- Student Leadership
- Community Service
- Performing Arts
- Overseas Exchanges
- Visual Arts
- Sport
- Duke of Edinburgh Awards

Shelford VTAC Statistics:

For the 18th consecutive year, 100% of Shelford students received a first-round tertiary offer (with 68% receiving their 1st VTAC preference)

Tertiary offer breakdown:

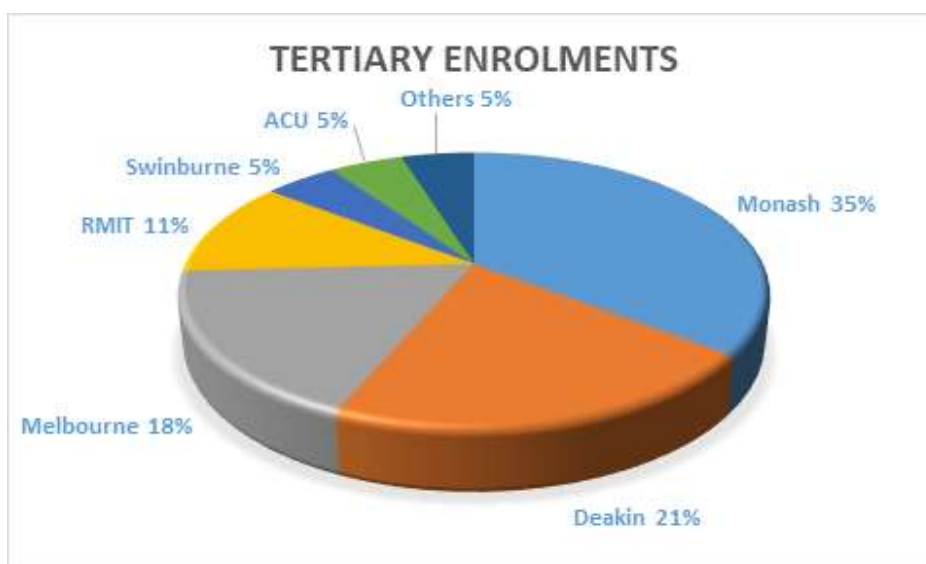
95% of Shelford students going to University to study a degree (62 students)

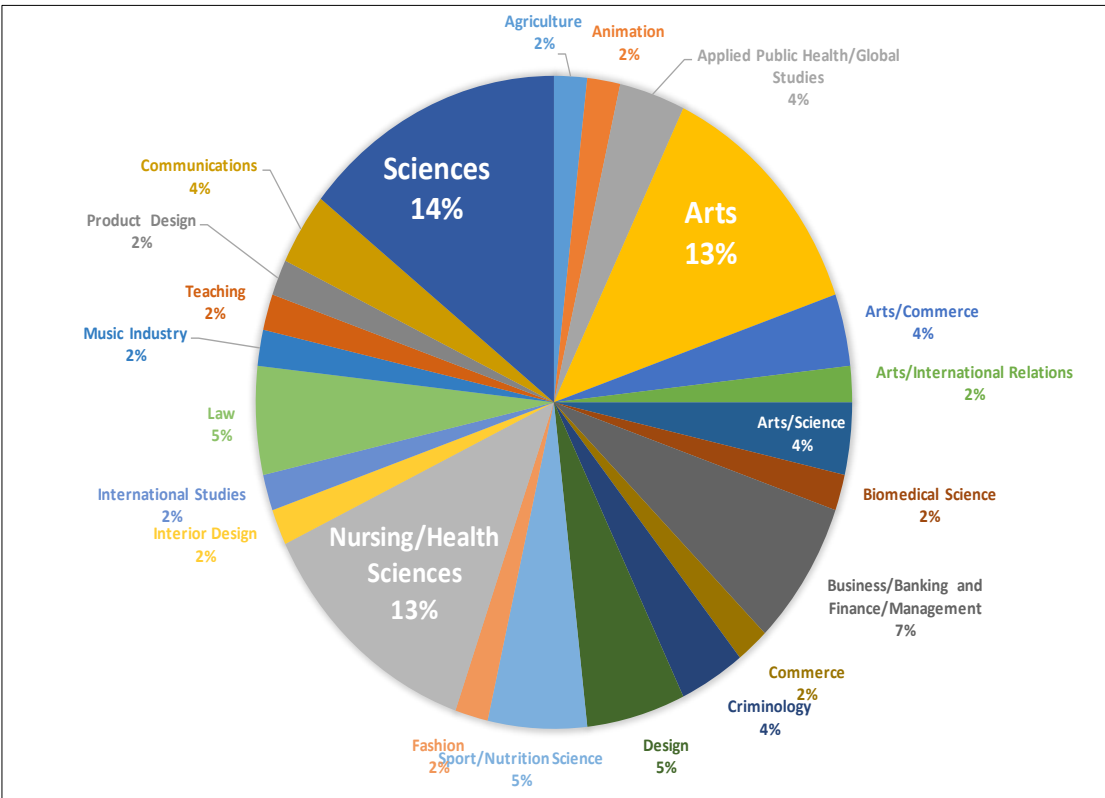
5% of Shelford students going to TAFE

Destination: Where are Shelford students going?

Name of Tertiary Institute	Number Attending
Monash University	22
University of Melbourne	11
RMIT	7
Deakin University	13
Australian Catholic University	1
La Trobe University	3
Swinburne University	3
Australian College of the Arts	1
JMC Academy	1
Total number of year 12 students enrolled at Shelford	64
Total number of students at Shelford who applied	62
Total number of paid students with preferences	62
Total number of unpaid students with preferences	0
Total number of students without preferences	2
Offers (based on students who applied and paid)	
Number of students who have received an offer	62
Total number of students with more than one offer	0
Number of students with no offers	0
Offers by course type	
Number of CSP/Government subsidised offers	61
Number of FEE based offers	1
Number of Fee Type Determined by Provider offers	2
Number of International offers	7

Offer rounds (based on students who applied and paid)				
Round	Domestic offers	International offers	Total	%
Early round	0	6	6	10
Round 1	55	1	56	90
Round 2	10	0	10	16
Round 3	0	0	0	0
Round 4	0	0	0	0
Round 5	0	0	0	0





Naplan Testing

The proportion of Year 3, 5, 7, and 9 students at or above reading, writing and numeracy national benchmarks as indicated by NAPLAN testing is as follows:

2018

Year 3	reading 100%	writing 100%	numeracy 100%
Year 5	reading 100%	writing 100%	numeracy 100%
Year 7	reading 99%	writing 100%	numeracy 98%
Year 9	reading 100%	writing 95%	numeracy 100%

2017

Year 3	reading 100%	writing 100%	numeracy 100%
Year 5	reading 100%	writing 100%	numeracy 96%
Year 7	reading 95%	writing 97%	numeracy 98%
Year 9	reading 100%	writing 95%	numeracy 100%

These results compare with previous years:

2016

Year 3	reading 100%	writing 100%	numeracy 100%
Year 5	reading 100%	writing 100%	numeracy 100%
Year 7	reading 100 %	writing 100 %	numeracy 98%
Year 9	reading 95%	writing 96%	numeracy 100%

An analysis of the NAPLAN results indicates that the majority of students are performing at or above the national standards and Victorian Curriculum standards.

Naplan Testing – Against National Standards

YEAR 3

	Students at the standard	Students above the standard
Reading	0%	100%
Writing	0%	100%
Spelling	0%	100%
Grammar and Punctuation	0%	100%
Numeracy	0%	100%

YEAR 5

	Students at the standard	Students above the standard
Reading	0%	100%
Writing	0%	100%
Spelling	0%	100%
Grammar and Punctuation	13%	87%
Numeracy	4%	96%

YEAR 7

	Students below the Standard	Students at the standard	Students above the standard
Reading	2%	2%	97%
Writing	0%	3%	97%
Spelling	2%	5%	93%
Grammar and Punctuation	0%	2%	98%
Numeracy	2%	0%	98%

YEAR 9

	Students below the standard	Students at the standard	Students above the standard
Reading	0%	5%	95%
Writing*	5%	7%	88%
Spelling	5%	5%	89%
Grammar and Punctuation	0%	5%	95%
Numeracy	0%	5%	95%

HOW DOES THE SCHOOL USE THE NAPLAN DATA?

For individual students:

Parents received the printed results for their daughter. Meetings are held with parents to discuss their daughter's results if required. The school matches the data with existing school-based assessment results. Along with other external testing, NAPLAN data helps to inform the placement of students in groups for additional assistance or extension. Individual learning plans are put in place if required. The data is compared with subsequent assessment data to track and monitor future progress.

For cohorts of students:

Staff meet to review data and identify curriculum priorities and goals. Staff attend relevant professional learning sessions and resources are purchased to meet the priorities and goals set. The School considers the student data when constructing class lists for subsequent years. The data is compared with subsequent assessment data to track and monitor future progress.

A review of timetabling structures and ability groupings to most effectively support literacy and numeracy in the Senior School is undertaken. Staff work closely with the Learning Enhancement Coordinator to implement effective differentiation strategies from F - 10.

STUDENT RETENTION RATE

The retention rate from Year 11 [2017] to Year 12 [2018] was 94.12%

STUDENT ATTENDANCE DATA - February to October 2018

Y1	96.74%
Y2	93.48%
Y3	95.82%
Y4	93.84%
Y5	96.41%
Y6	94.78%
Y7	93.75%
Y8	93.50%
Y9	92.67%
Y10	93.78%

(Absences include illness, injury and family commitments.)

MANAGEMENT OF ATTENDANCE

Daily attendance is important for students to succeed in their education, and to ensure they do not fall behind both socially and developmentally. Both the School and parents/guardians play an important role in supporting students to attend School.

Student attendance is recorded twice per day in Junior School, and for every class in Senior School.

Parents are responsible for ensuring that they notify the School to explain the absence of their child(ren) on any particular School day. Parents can telephone the absence line in advance of a student's absence.

The School keeps a record in Synergetic of any reason given by parents/guardians for each absence.

Unexplained absences are followed up by the School, as soon as practicable on the same day, via phone call or text message to parents/guardians, informing them that the School has not received any notification of the student's absence.

Where absences or late arrivals are of concern due to their nature or frequency, the School will contact the parents/guardians directly to seek an explanation and to remind parents/guardians of their obligation to report absences and their child's obligation to attend School on time, ready to learn. All information in relation to unsatisfactory attendance is recorded on a student's file.

The School understands that from time to time some students will need additional support and assistance, and the School will work collaboratively with parents/guardians, the student, and other professionals, where appropriate, to develop strategies to improve attendance.

CHILD SAFETY

Shelford Girls' Grammar is committed to child safety and has zero tolerance for child abuse. The School actively works to listen to and empower children, and has implemented policies, procedures and systems to maintain a child safe environment and to embed an organisational culture of child safety within the School community. Information is provided to all students to assist them in understanding their rights, and what to do if they feel unsafe.

TEACHER STANDARDS AND QUALIFICATIONS

Shelford prides itself on the outstanding success of its students. Such success would not be possible without experienced, highly qualified and dedicated staff. All members of the teaching staff are registered with the Victorian Institute of Teaching and hold appropriate qualifications. Where these qualifications are in a discipline other than Education, post-graduate teaching qualifications are required.

The following table lists the highest qualification held by classroom teachers at Shelford.

Qualification Level	Percentage of Teaching Staff
Doctorate	1.5%
Masters	25%
Graduate Diploma	25%
Graduate Certificate	1.5%
Bachelor	47%

WORKFORCE COMPOSITION

In 2018 the workforce composition of Shelford Girls' Grammar comprised of:

	EFT
Teaching Staff	60.10
Early Learning Centre Staff	13.49
General Staff	15.89
Total	89.48

The split of male to female staff in 2018 was 24.6% males to 75.4% females.

No employees have advised the School that they have an Aboriginal or Torres Strait Islander heritage.

For the year ending December 2018 the retention rate for teaching staff was 88.7%. The staff turnover of 11.3% included 6 resignations, 5 conclusions of fixed term contracts and 2 retirements

The staff absent absentee rate for 2018 was average 4.2 days per staff member.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Shelford has a strong commitment to teacher professional development. Each member of the teaching staff was involved in a minimum of 60 hours of professional development in 2018. This includes internal in-service conducted by Shelford staff; school based professional development conducted by external experts and professional development courses conducted outside the school.

Expenditure on external providers of professional development in 2018 accounted for approximately \$80,131 or 0.66% of total expenditure. This does not include the costs associated with staff release or the costs associated with internal professional development. Expenditure on internal professional development in 2018 accounted for approximately \$59,499 or 0.49% of total expenditure. Expenditure on total professional development in 2018 accounted for approximately \$139,630 or 1.15% of total expenditure.

Victorian Curriculum

The curriculum aligns with the Victorian curriculum statements and standards. Faculty Heads have continued to review curriculum statements in 2018 as part of the School's teaching and learning development.

Explicit Instruction

In 2018 the School continued to focus on strategies for explicit instruction. As part of this work staff have developed an instructional handbook, reviewed pedagogical practices and signature pedagogies. Staff have reviewed the Australian Teaching and Learning Toolkit and discussed the implications of this work on their classroom practice.

Educator Impact

In 2018 the School continued to utilise the Educator Impact appraisal system. This online appraisal system incorporates student surveys and teacher observation of classroom practice and is linked to targeted professional development.

Other professional development activities

The following list indicates some of the professional development activities, in addition to subject maintenance, undertaken:

- Toolkit Unit 1 & 3
- VCE Music Teachers' Conference
- Attendance at VCE Literature play
- Discovery Physical Education Conference
- Effectively Embedding Feedback
- Approaching Jolly Phonics
- VCE Unit 1 & 3 History Conference -
- Alliance of Girls' Schools Australasia Biennial Conference
- STEAM F-6
- Constructing SACs - Legal Studies
- AISHA Leading, Learning & Caring Conference
- Japanese Teachers Annual conference
- Health and Human Development Unit 2
- VCE Maths Day Out
- What App is that?
- Toddler Series
- Listen, Wonder, Share
- Toolkit Unit 1 Food Studies
- Daily Organizers' Course
- Secondary Student Exchange Seminar
- Beyond Formula/Beyond TEEL (VATE)
- Maths Association of Victoria Conference
- MALTAV Annual Conference
- Nurturing Creativity Conference
- And Now You are a Room Leader.
- Maths Association Victoria, Strategies for Differentiation
- Maths Association Victoria, Making Confident Math teachers
- Design Thinking Project presentation
- Power & Politics of Play
- Virginia Wolf, Literary Perspectives
- Dyslexia & Foreign Languages
- Positive Schools Mental Health & Wellbeing conference
- ISV - Learning Enhancement Meeting briefing for NCCD funding
- Teachers Toolkit, New Study design Health/PE, Access Ed Webinar
- Trident Technology Conference
- VTAC Careers briefing
- How to prepare students for 3/4 English exam
- VET working party -Inner Melbourne Vet Cluster
- VASS New user
- LABCON
- Annual Chemistry examination review
- November VCE Chemistry Lectures
- VAMOOSH Strings Teaching Method
- Wellbeing @ work
- Literacy & EAL teaching in Primary Years
- VCE 3/4 Health & Human Development Examination Preparation
- STEAM Conference
- ACHPER Conference
- STAV Conference
- MAV Conference
- Global Forum on Girls' Education
- Comm View

- First Aid for all staff
- Anaphylaxis and Asthma twice yearly briefings for all staff
- Mandatory Reporting for all staff
- Child Safety briefing for all staff
- ASBA State Conference
- Risk and Compliance network
- H/R Network

Shelford's Educational Philosophy

The keystone of Shelford's educational philosophy is our commitment to meeting the needs of every student. In order to realize this commitment, Shelford chooses to be a relatively small school. The school has a tradition that includes a strong sense of community where students work with others from all year levels.

Each student has considerable flexibility to progress at a rate that challenges and extends her. Commencing in the Early Learning Centre and extending through to Year 12, acceleration programmes, individually designed courses, enhancement programmes and a differentiated curriculum, broaden the intellectual and social groupings so that students work with like minds.

Students at Shelford have numerous opportunities to extend and excel in their academic, co-curricular and sporting endeavors. Our co-curricular programme, including music, sport, debating, drama and overseas study tours, is designed to allow every student to participate and each has a wealth of opportunities to discover personal interests and talents. Shelford students participate in competitions in the sciences, mathematics, languages, art, music, history, business and law. Details of these competitions are announced regularly through the daily bulletin.

In addition, the students are able to participate in a range of camps and international experiences. During the year students have the opportunity to participate in a range of international experiences – Switzerland, Japan and China.

The School's camp program is designed to build student confidence as well as satisfy the requirements for the Duke of Edinburgh award. Details of camp programs can be located on the website.

Shelford offers a broad range of sporting opportunities. The girls participate in sports at both a House level and in competition with other schools through Girls' Sport Victoria. The Shelford rowing team is based at Albert Park Lake and on the Yarra River.

At Shelford Girls' Grammar, staff and students work together in a supportive environment where students are encouraged to achieve their best. Shelford is committed to the achievement of excellence in girls' education.

PARENT, STUDENT AND STAFF SATISFACTION

Shelford Girls' Grammar uses a range of methods to monitor feedback and views of the School's relevant stakeholder groups.

Low staff turnover and the high length of tenure, indicates that teacher satisfaction at the School is high. Staff are regularly consulted and have the opportunity to provide feedback through the School's Staff Association, the OHS Committee and Staff Wellbeing Committee. Staff who leave the School are offered exit interviews. At the end of 2018 the majority of staff accepted this offer and provided positive and constructive feedback for the School to consider.

The School assesses parent and student satisfaction through monitoring waiting lists and enrolments, and reviewing any commendations and complaints received by the School. Parents are also offered the opportunity to provide feedback through the Shelford Parents Association and other parent support groups.

Students are regularly consulted through the student leadership structure at the School. Every year the School also formally surveys international students who are completing their schooling.

Feedback received in 2018 indicated overall high levels of satisfaction with the school, and did not identify any major areas of concern.

FINANCIAL REPORT

Indicator	2018 Result
Student: Teacher Ratio	Primary 8.42
	Secondary 8.88
Enrolment Change on Previous Year	2.8%
% Change to school resourcing standard School ICSEA value 2018 compared to 2017 https://www.myschool.edu.au/school/46183/profile	(0.94%)
Change in Net Tuition Income/Student	4.39%
Salaries as % of Recurrent Income	64.96%
Total Borrowings (IT leases only) /Recurrent Income	1.00%
Interest Cover – Measure not currently relevant - no loans	Not relevant for 2018
Government Grants as % of Recurrent Income	15.92%

The following table provides a breakdown of school income in the 2018 year by funding source:

Funding Source	Income	Percentage
Fees	\$ 11,496,378	79.27%
Government	\$ 2,596,990	17.91%
Other	\$ 409,090	2.82%
Total	\$ 14,502,458	100.00%

INCOME BY FUNDING SOURCE 2018

