



School Performance Information

12 months to December 2020

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

Our School

Vision

Shelford Girls' Grammar is a model of excellence in girls' education.

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.

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 details

- School type: Independent P–12
- Enrolments: 517
- 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 ongoing professional learning of teachers. At Shelford this information is provided on an ongoing basis to the school community through Shelly (our Learning Management System), our Shelly fortnightly newsletter, social media channels, our website and *Quaerite* magazine. This annual report is available on the School's website. A hard copy can be provided upon request.



Our students

Shelford is a consistently 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 Elise McLeod (99.50).

The Proxime Accessit to the Dux is Fanghui Li (98.50).

2% of students received an ATAR score 98 or above placing them in the top 2% of students across Australia.

24% of students received an ATAR score 95 or above, placing them in the top 5% of students across Australia.

41% of students received an ATAR score 90 or above, placing them in the top 10% of students across Australia.

59% of students received an ATAR score 85 or above, placing them in the top 15% of students across Australia.

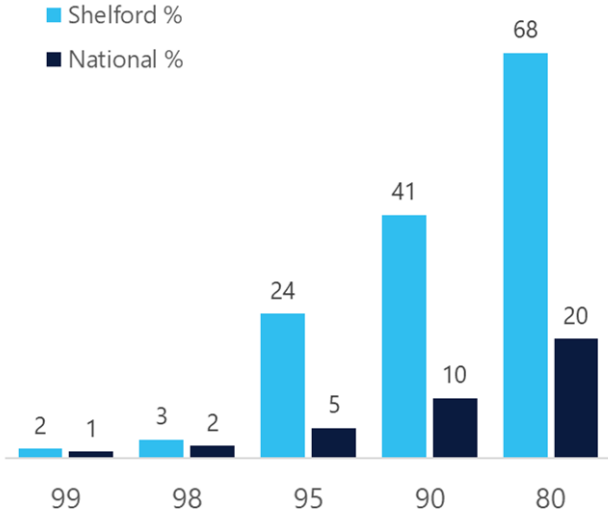
68% of students received an ATAR score 80 or above, placing them in the top 20% of students across Australia.

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 2020 Year 12 results

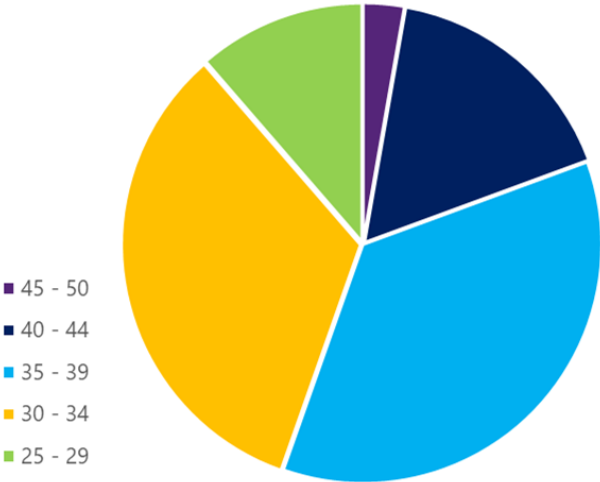
ATAR scores



The Median ATAR score was 87.6.

Examination and internal results (study scores)

% of VCE Study Scores



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.

Shelford VTAC statistics

For the 20th consecutive year, 100% of Shelford students received a first-round tertiary offer.

Tertiary offer breakdown

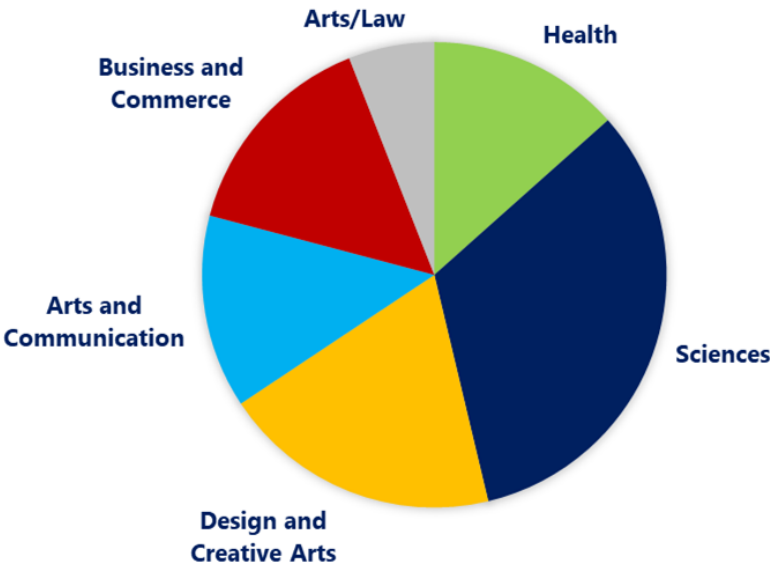
100% of Shelford students are going to University to study a degree (67 students).

Destination: where are Shelford students going?



Total number of Year 12 students enrolled at Shelford	67
Total number of unpaid students with preferences	0
Tertiary offers (based on students who applied and paid)	
Number of students who have received an offer	67
Total number of students with more than one offer	0
Number of students with no offers	0

Course areas being studied



Single degree courses

Course area	Number of students enrolled
Arts/Global Studies/Professional Communication	8
Commerce/Business/International Business/Marketing	6
Design/Advertising/Architecture/Creative Arts	11
Science/Biomedicine/Physiotherapy	6
Nursing/Pharmacy/Allied Health/ Psychology	6
Agriculture	1
Criminal Justice	1
Computer Science	1
Fine Art	1
Games and Interactivity	1
Law	1
Marketing	2
Medicine	1
Paramedicine	1
Public Health	1
Medical Imaging	1
Occupational Therapy	1
Laboratory Medicine	1

Double degree courses

Course area	Number of students enrolled
Science/Arts	1
Arts/Law	2
Arts/Music	1
Biomedicine/Engineering	1
Commerce/Law	1
Design/Business	1
Psychological Sciences/Criminology	1
Psychological Science/Sport Science	1
Real Estate/Commerce	1
Sport Science/Business	1
Health Science/Business	1
Nursing/Midwifery	1
Science/Data Science	2
Art/Design	1

NAPLAN testing

An analysis of the NAPLAN results prior to 2020 indicates that the majority of students are performing at or above the national standards and Victorian Curriculum standards.

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:

2020

Year 3: not assessed due to COVID

Year 5: not assessed due to COVID

Year 7: not assessed due to COVID

Year 9: not assessed due to COVID

2019

Year 3: reading 100%, writing 100%, numeracy 100%

Year 5: reading 100%, writing 100%, numeracy 100%

Year 7: reading 100%, writing 98%, numeracy 98%

Year 9: reading 100%, writing 100%, numeracy 100%

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%



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 Foundation to Year 10.

Student retention rate

The retention rate from Year 11 (2019) to Year 12 (2020) was 100%.

Student attendance data: February to October 2020

Year 1	97.11%
Year 2	96.35%
Year 3	97.95%
Year 4	96.31%
Year 5	97.34%
Year 6	97.66%
Year 7	96.48%
Year 8	95.64%
Year 9	96.22%
Year 10	94.81%

(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 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. Shelford promotes the safety and inclusion of all children including: Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability or vulnerability; and children who identify as LGBTQIA+. Information is provided to all students to assist them in understanding their rights, and what to do if they feel unsafe.

Our staff

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
Masters	28
Graduate Diploma	43
Graduate Certificate	1
Bachelor	27

Workforce composition

In 2020 the workforce composition of Shelford Girls' Grammar comprised:

Full time and part time	FTE
Teaching staff	65.7
ELC staff	10.9
General staff	23.7
Total	100.3

The split of male to female staff in 2020 was 25.4% males to 74.6% females. No employees have advised the School that they have an

Aboriginal or Torres Strait Islander heritage. For the year ending December 2020 the retention rate for teaching staff was 83%. The staff turnover of 17% included 16 resignations and 8 conclusions of fixed term contracts. The staff absentee rate for 2020 averaged 2.69 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 2020. 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 2020 accounted for approximately \$27,000 or 0.2% 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 2020 accounted for approximately \$149,000 or 1.14% of total expenditure.

Expenditure on total professional development in 2020 accounted for approximately \$176,000 or 1.34% of total expenditure.

Victorian curriculum

The curriculum aligns with the Victorian curriculum statements and standards. Faculty Heads have continued to review curriculum statements in 2020 as part of the School's teaching and learning development.

Other professional development activities

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

- VCAA Assessor Training
- VCE Study Design Updates
- Remote Learning Best Practice
- Microsoft Office 365
- Synergetic
- Reconciliation Action Plans for the Early Years
- SLAV Network Meetings
- Verifying the Correct Use of Adrenaline Autoinjector Devices with Asthma Australia
- Future Problem Solving
- Disability Standards for Education
- Raising Autistic Teenage Girls
- Introduction to Insight
- Dealing with difficult behaviour
- Running NAPLAN Online
- HTAV Annual Conference
- Using and Interpreting Data in Schools
- Lawsense Law for School Counsellors
- Wellbeing During Remote Learning
- Peer Support Training
- Creating reading materials from authentic resources
- Teaching speech writing for beginners
- VIT mentor training
- Lawsense School Law
- Alumni engagement
- Fundraising in an online environment
- VINE network
- ISV risk network
- ISV HR network
- CLATV panel and conference
- Learning Chinese through rhymes
- AIM Teaching
- Advancing STEM Education for All
- Fringe Benefits Tax
- TESEP Fossil Series
- Home Economics Victoria Annual Conference
- Facebook
- School copyright requirements
- Literary Criticism and Digital Literacy
- Effective writing lessons
- Using and Interpreting Data in Schools
- Schoolbox
- Dr Justin Coulson – Wellbeing

- Annual AV expo
- Edrolo
- First Aid Training
- Remote First Aid Training
- Anaphylaxis and Asthma Briefings
- Mandatory Reporting
- Child Safety staff briefings
- ASBA State Conference
- NCCD: A whole school approach

Shelford's educational philosophy

The keystone of Shelford's educational philosophy is our commitment to meeting the needs of every student. In order to realise this commitment, Shelford chooses to be a relatively small school. The School has 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. A differentiated curriculum in the Senior School and like-minded groupings for literacy and numeracy in the Junior School contribute to attaining growth for every student every year.

Students at Shelford have numerous opportunities to extend and excel in academic, co-curricular and sporting endeavours. Our co-curricular programs are designed to allow every student to participate and each provide a wealth of opportunities for students to discover personal interests and talents. Shelford students participate in competitions in the Sciences, Mathematics, Languages, Art, Music, History, Business and Law.

During 2020, remote learning and COVID restrictions meant many activities were postponed, cancelled or held virtually. Students were still able to participate in some House competitions and have music lessons virtually. The year 9 challenge weeks throughout the year were able to be done virtually.

In 2020 many camps, and all overseas exchanges were suspended.

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 achieving 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.

Staff are regularly consulted and have the opportunity to provide feedback through their Heads of Faculty, the School's Staff Association, the OHS Committee and staff surveys. Staff who leave the School are offered exit interviews, which is an opportunity to provide positive and constructive feedback for the School to consider.

The School assesses parent and student satisfaction through surveys and focus groups. A School survey was carried out for Junior School parents at the end of 2020 and Year 8-11 parent focus groups were conducted by the Principal and Deputy Principals during 2020.

Parents are offered the opportunity to provide feedback through the Shelford Parents Association.

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

In 2020 during remote learning, Shelford regularly surveyed students, staff and parents regarding the arrangements for remote learning and programs were altered according to this feedback.

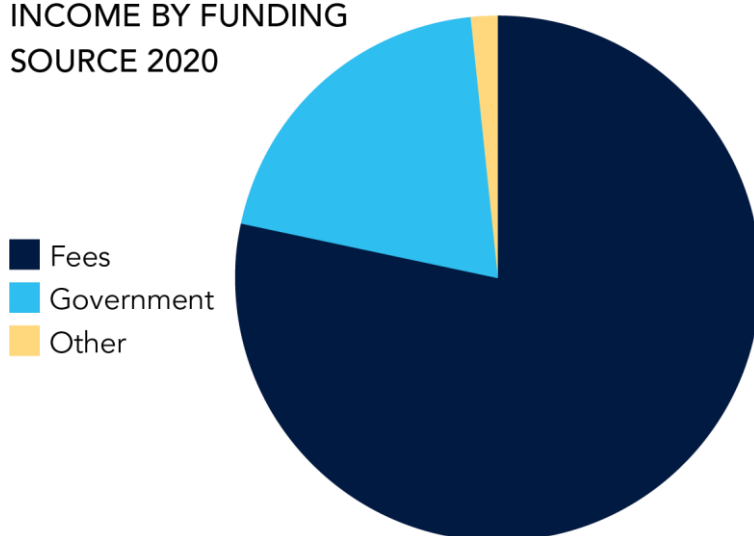
Financial report

Indicator	2020 result
Student : Teacher ratio	Primary 7.89 Secondary 8.32
Enrolment change on previous year	-2.2%
% change to school resourcing standard School ICSEA value 2020 compared to 2019 https://www.myschool.edu.au/school/46183/profile	0.0%
Change in net tuition income/student	(-2.28%)
Salaries as % of recurrent income	72.68%
Total borrowings (IT leases only)/recurrent income	5.53%
Interest cover: measure not currently relevant – no loans	Not relevant for 2020
Government grants as % of recurrent income	19.88%

The following table provides a breakdown of school income in the 2020 year by normal recurrent funding source:

Funding source	Income	Percentage
Fees	\$ 11,255,977	78.52%
Government	\$ 2,849,475	19.88%
Other	\$ 229,511	1.60%
Total	\$ 14,334,963	100.00%

INCOME BY FUNDING SOURCE 2020



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