

# Shelford Girls' Grammar 1163

## School Performance Information

December 2017

**School type** – Independent P-12

**Enrolments** – 533

All females                      Indigenous students – 0%

### 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

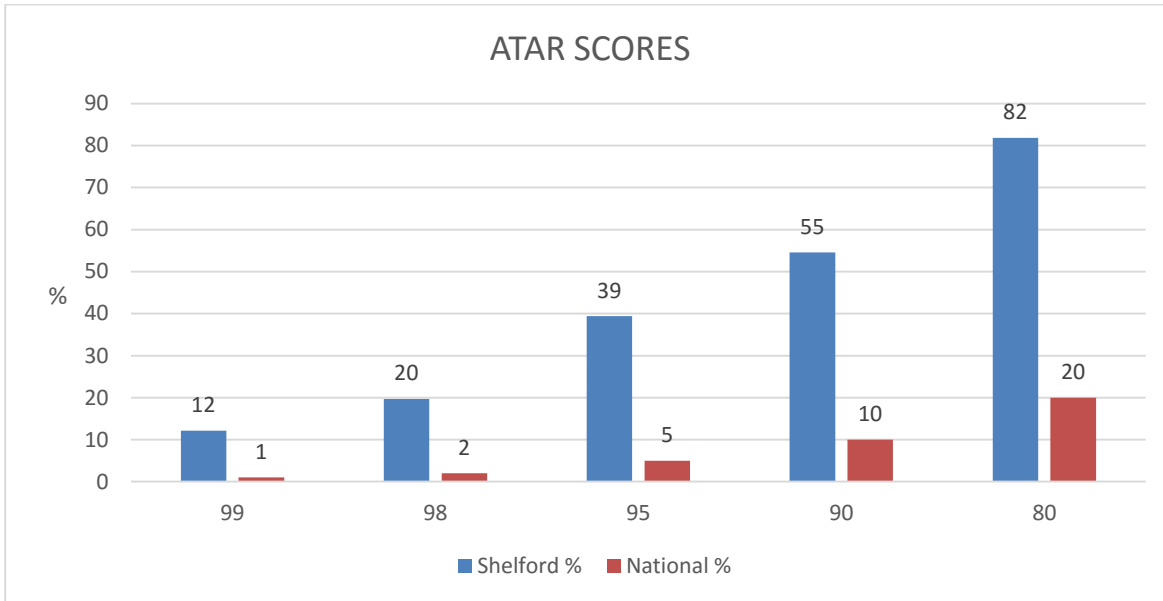
Shelford is consistently a high performing Independent Girls' School in Victoria. At Shelford, staff and students work together in a supportive environment where students are encouraged to achieve their best. The academic results are even more impressive, given that Shelford is a non-selective entry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

### Highlights

- Two students share The Dux of the School and they are Victoria Annett with an ATAR of 99.75 and Kira Maher with an ATAR of 99.75
- The Proxime Accessit to the Dux is Mardi Denham-Roberts with an ATAR of 99.50
- There were four perfect study scores of 50: Mardi Denham-Roberts – Art; Alice Jenner – English and Psychology; Kira Maher - Psychology
- 12% of students received an ATAR score above 99 placing them in the top 1% of students across Australia
- 20% of students received an ATAR score above 98 placing them in the top 2% of students across Australia
- 39% of students received an ATAR score above 95, placing them in the top 5% of students across Australia
- 55% of students received an ATAR score above 90, placing them in the top 10% of students across Australia
- The Median ATAR score was 91.45

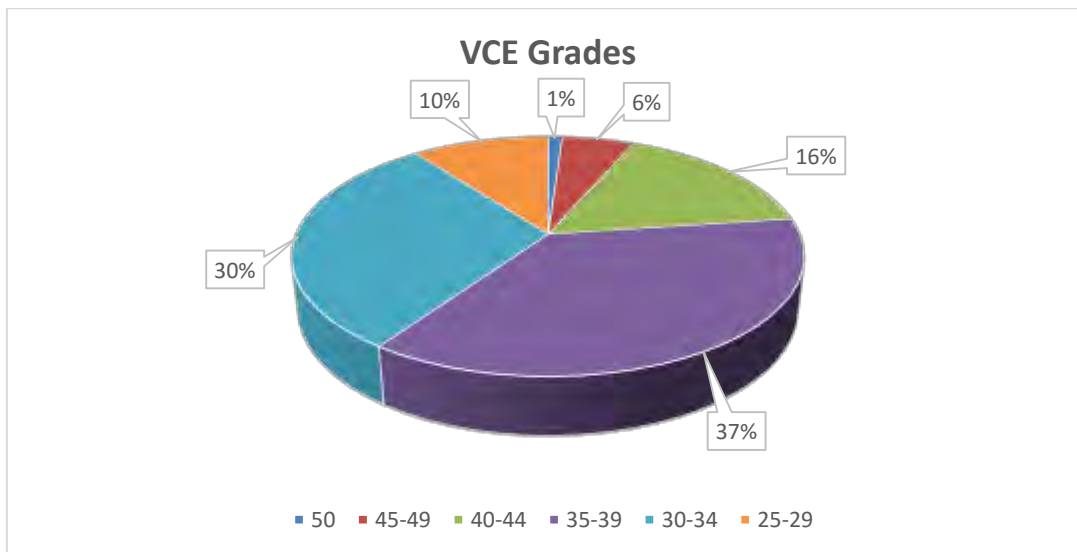
Shelford provides an impressive selection of VCE subjects, and one of its strengths is the involvement of students in a wide range of activities including Sport, the Visual and Performing Arts, Scientific Forums, Community Service and Overseas Exchanges and Study Tours.

### SHELFORD 2017 YEAR 12 RESULTS –



The Median ATAR score was 91.45

### 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 17<sup>th</sup> consecutive year, 100% of Shelford students received a first round tertiary offer (with 65% receiving their 1st VTAC preference)

**Tertiary offer breakdown:**

100% of Shelford students going to University to study a degree (65 students)  
 0% of Shelford students going to TAFE

**Destination: Where are Shelford students going?**

<b>Name of Tertiary Institute</b>	<b>Number Attending</b>
-----------------------------------	-------------------------

Monash University	30
University of Melbourne	13
RMIT	7
Deakin	6
Australian Catholic University	4
La Trobe University	3
Swinburne University	1
Victoria University	1

Total number of year 12 students enrolled at Shelford	67
Total number of students at Shelford who applied	65 97.01%
Total number of paid students with preferences	65 97.01%
Total number of unpaid students with preferences	0 0.00%
Total number of students without preferences	2 2.99%

**Offers (based on students who applied and paid)**

Number of students who have received an offer	65 100.00%
Total number of students with more than one offer	4 6.15%
Number of students with no offers	0 0.00%

**Offers by course type**

Number of CSP/Government subsidised offers	55
Number of FEE based offers	0
Number of Fee Type Determined by Provider offers	0
Number of International offers	14

### Offer rounds (based on students who applied and paid)

Round	Domestic offers	International offers	Total	%
Early round	n/a	13	13	20.00%
Round 1	52	1	53	81.54%
Round 2	3	0	3	4.62%
Round 3	0	0	0	0.00%
Round 4	0	0	0	0.00%
Round 5	0	0	0	0.00%

### 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:

#### 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%

#### 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%

These results compare with previous years:

#### 2015

Year 3	reading 100%	writing 100%	numeracy 100%
Year 5	reading 100%	writing 100%	numeracy 100%
Year 7	reading 100 %	writing 100 %	numeracy 100%
Year 9	reading 100%	writing 100%	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	8%	92%
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	3%	97%
Numeracy	4%	96%

## YEAR 7

	Below the Standard	Students at the standard	Students above the standard
Reading	0%	5%	95%
Writing	0%	3%	97%
Spelling	0%	0%	100%
Grammar and Punctuation	0%	2%	98%
Numeracy	0%	2%	98%

## YEAR 9

	Students below the standard	Students at the standard	Students above the standard
Reading	0%	0%	100%
Writing*	2%	2%	95%
Spelling	0%	2%	98%
Grammar and Punctuation	2%	5%	93%
Numeracy	0%	0%	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. The data informs 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 9 [2014] to Year 12 [2017] was 100%

#### **STUDENT ATTENDANCE DATA**

Yr. 1	94.51%
Yr. 2	94.39%
Yr. 3	94.31%
Yr. 4	94.28%
Yr. 5	94.36%
Yr. 6	92.84%
Yr. 7	93.94%
Yr. 8	92.97%
Yr. 9	91.29%
Yr. 10	90.34%

(Absences include illness, injury and family commitments.)

## ATTENDANCE POLICY

Students need to be at school to develop the skills, knowledge and values they will need to succeed in life. Attendance must be seen as a priority by schools, families and communities.

### 1. Student achievement

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in educational programs.

Students who have poor patterns of attendance are at risk of not achieving their potential. They may be disadvantaged in the quality of choices they are able to make in later life situations.

Attendance at school is a pre-requisite for student achievement. Students who are regularly absent from school are at the greatest risk of:

- dropping out of school early;
- becoming long-term unemployed;
- being caught in the poverty trap;
- becoming welfare dependent;
- being involved in the justice system;
- being socially isolated;
- harm during times of absence;
- being more likely to be involved in socially unacceptable and/or illegal activities.
- have gaps in their knowledge and understanding of basic concepts; and
- feeling insecure of school.

Once students have begun to develop patterns of poor attendance and lateness, there is the potential that the pattern of absences may continue to escalate in later years.

### 2. Non-attendance

Non-attendance at school can occur for a range of reasons including:

- the student is unwell;
- the Principal has asked that the student remain home due to a communicable disease;
- the student is absent with a valid reason in the opinion of the Principal e.g. family funeral;
- the student is absent without a valid reason in the opinion of the Principal (but with parent or carer consent) e.g. staying home for birthdays; or
- the student is absent without parent or carer knowledge.

All non-attendance by students should be viewed as critical when it begins to impact on the learning and health and well-being outcomes of students. This includes those absences which are explained (such as the parent providing the explanation that the student was unwell) and those which are unexplained.

### **3. Students at Risk**

Early intervention for students at risk of developing irregular patterns of attendance is crucial so that these patterns may be reversed.

Indicators of students at risk include the following:

- frequent lateness;
- leaving school early;
- missing lessons;
- being the victims of bullying and harassment;
- learning difficulties;
- many days absent, either through illness, unexplained reasons or family commitments;
- unresolved issues with school personnel (staff or students);
- social or emotional issues;
- difficulties at times of transition; and
- health issues experienced by the student and/or family members.

Intervention strategies need to be put in place to address the needs of students at risk regardless of the age of the students.

### **4. Parent Notification**

All reasons for explained absence require parents to contact the School. This contact should be made with Reception at the School.

### **5. Major School Events**

Students are required, as a condition of enrolment, to attend all School major events (e.g. Inter House sporting carnivals, Performing Arts) as well as academic activities associated with a particular year (Camps, Examinations). Non-attendance will need to be supported by a Doctor's Certificate, or a well-known on-going health issue of which the school is aware.

### **6. Procedures**

#### **6.1 For explained absence:**

- Parent/Guardian to contact the school via reception each day that the student is absent.
- When the student returns to school a letter must be produced from the parent/guardian advising the reasons for the absence.
- A written letter is then handed to the student's home group teacher.
- The home group teacher keeps a record of the reason.

A student who returns to school after an extended absence due to illness is required to bring a letter and a medical certificate. This documentation may be necessary to form a pattern that the relevant Head of School may consider at a later date.

6.2 The School does not, as a general rule, support the withdrawal of students during Term time for holidays. For parents who request a student to be absent for holiday periods in excess of two days; the following is requested:

(i) A request should be made to the relevant Director or Head of School outlining the reason and length of absence, and knowledge of the School's Student Attendance Policy.



(ii) One month's notice of intention would be reasonable.

6.3 With regards to students at risk due to poor attendance known as School Refusal, a case management process will be used to encourage a child to attend school more regularly. The small group would include the Deputy Principal, Director or Head of School, School Counsellor and a staff member with whom the child closely associates with.

6.4 Students who fall below a 90% attendance (10 days, or 20 half days in one semester), are deemed to be at risk. These reasons for absence or concern for poor attendance will be recorded on the Semester Report.

## **7. Parent contact regarding absence**

Teachers are to mark the roll directly into the attendance tab of "Synergetic". A roll is taken at the start of the day and at subsequent times during the day. Administration checks absences and installs late students and information from parents regarding absences to ensure an accurate account of student attendance is maintained each day. Attendance is monitored throughout the day. If a student is not at school, and the parent has not called the school to inform the school that the student will be absent, the school will contact the parent.

## STAFFING

Shelford prides itself on the outstanding success of its students. Such success would not be possible without experienced, highly qualified and dedicated staff.

### 2018 ACADEMIC QUALIFICATIONS FOR TEACHING STAFF

Name	Qualifications
<b>ABBOTT Linda</b>	Bachelor Arts/Education (Secondary) (Deakin)
<b>ADLARD Jo</b>	B Comm (Melbourne)
	GradDipEd (Monash)
<b>ALAGIC Una</b>	B Comm (University of Western Australia)
	B Arts - Communication Studies (University of Western Australia)
	Graduate Diploma Education (University of Western Australia)
<b>ALDOUS Jules</b>	B.Ed. (Melbourne)
	M.Ed. (Melbourne)
<b>ANDREW Noeline</b>	HDS Rusden (Monash)
	Post Grad Dip IT Education (Deakin)
	Master of Education (Leadership, Policy & Change) (Monash)
<b>ASSI Gerard</b>	B.Mus, Dip. Ed
<b>BARTON Deborah</b>	Bachelor of Education (Primary) University of Melbourne
<b>BASTIAN Liz</b>	B Arts (Adelaide University)
	Post Graduate Diploma – Acting and Musical Theatre (Mountview Academy Performing Arts, London, UK)
	Post Graduate Diploma Education (Secondary) (La Trobe University)
	Post Graduate Diploma Voice Studies (Melbourne University, VCA)
<b>BOYLETT Adam</b>	BSc (Curtin University)
	Grad. Dip. Ed. (Curtin University)
<b>BREEDON Geraldine</b>	BA Music (Deakin University)
	A. Mus A. - AMEB
<b>BROWN Stephanie</b>	Bachelor of Science (Zoology/Genetics) La Trobe University
	Master of Teaching (Secondary) University of Melbourne
<b>CHAU Simon</b>	Bachelor of Biomedical Science (Honours) Melb
	Doctor of Philosophy University of Melbourne
	Masters of Teaching Sec Monash
<b>CITLER Ildi</b>	Bachelor of Health Science (Deakin); Bachelor of Ed-Sec (Deakin)
<b>CLAUSON Natalina</b>	Bachelor of Education (Secondary) (Curtin University)
<b>COGLAN Marcia</b>	BA Dip Ed (Monash)
	Dip Ed Secondary (Monash)
<b>COWLEY David</b>	Bachelor of Health & Physical Education (Deakin)

<b>DALTON Lee</b>	Bachelor of Science (Psychology/Psychophysiology) (Swinburne)
	Postgrad Dip Ed (Secondary) (Melbourne)
<b>DAVIS Ingrid</b>	Bachelor of Physical Education (Deakin)
<b>DE SILVA Kelly</b>	Grad. Dip. Ed (New Zealand)
	Bachelor of Education (Primary) (Canterbury University NZ)
<b>de SOUSA Deanna</b>	Master of Science (Mathematics) (Jabalpur University)
	Bachelor of Science (Jabalpur University )
	Bachelor of Education (Jabalpur University )
<b>DIXON-LAWRENCE Ruth</b>	B.Ed. Music (Melbourne)
	M.A. (Music) (Monash)
	L.R.S.M (Performance) (London Royal Schools of Music)
<b>D'OLIVEYRA Susan Jane</b>	B. Ed (Secondary - Arts) (Melbourne)
<b>DUJELA Adriana</b>	B. Visual Arts @ Monash University
	Post. Grad. Dip. Ed. (Secondary) @ Monash University
	Cert. "Safe Use of Machinery in Technology Teaching" @ Holmesglen TAFE
<b>EWERT Elizabeth</b>	B. Ed Primary (Melbourne University)
	Diploma of Music Practical (Melbourne University)
	A. Mus. A
<b>FERN Jo</b>	B. Ed (Art & Craft) (Melbourne College of Advanced Education)
<b>FOURNIER Flo</b>	Bachelor of Arts (France)
	Master Eng (Paris XII)
	Dip.Ed (Melbourne)
<b>FU Fiona</b>	Bachelor of Arts (Monash University)
	Master of Teaching (Secondary) (Monash University)
<b>GILBY Paul</b>	Bachelor of Arts (Hons) (University of Melbourne)
	Bachelor of Laws (Hons) (University of Melbourne)
	Graduate Diploma of Teaching (University of Melbourne)
<b>GRACH Gary</b>	B Comm (LaTrobe)
	Dip Ed (Monash)
	Certificate IV Assessment & Workplace Training (Chisholm Institute)
	Careers Counselling (CEAV) Membership
	Studied Career Development Units - Master of Education (QUT)
	Graduate Certificate in Career Development (Swinburne University)
<b>HARLOWE Joe</b>	Bachelor of Arts (UCD, Dublin, Ireland)
	Graduate Diploma of Education (Monash)
	Graduate Certificate TESOL (Holmesglen)
	MA Education, University of Melbourne
<b>HOGAN Steven</b>	Bachelor of Exercise and Sport Science, (Deakin)
	Master in Primary Teaching, (Melbourne)
<b>HOSKING Phi</b>	Bachelor of Arts (Monash)
	Diploma of Education (Secondary)(Melbourne)

<b>IACOVANGELO Kaitlin</b>	Bachelor of Education (Primary) Monash
<b>JOHNS Claire</b>	B.Arts Media Studies (RMIT)
	Dip. Ed. ( Melb)
	Post Grad Cert Teaching Shakespeare (Melb)
	M. Education (Melb)
<b>KALFAS James</b>	Bachelor of Science (Monash University)
	Bachelor of Dental Science (University of Melbourne)
	Graduate Certificate of Accounting (Monash University)
	Graduate Diploma of Teaching (University of Melbourne)
<b>KENNEY Samantha</b>	BA (Monash)
	B. Bus (Honours) (Monash)
	Grad Dip Ed (Monash)
<b>KING Sarah</b>	Bachelor of Applied Exercise Science (Physical Education) (RMIT)
<b>KNIGHT Wes</b>	Bachelor of Commerce (Deakin)
	Diploma of Education (Vic Uni)
	Certificate 4 in Business Administration (Swinburne)
<b>LOMANOWICZ Amber</b>	Bachelor of Music (Performance) (Melbourne)
	MMusStuds (Performance & Teaching) (Melbourne)
	DipEd (secondary) (Monash)
	AMusA (AMEB)
<b>MACKERRAS Martin</b>	B. Music Performance (Melbourne)
	VCA Postgrad (Manhattan School of Music)
<b>MASON Greg</b>	B. Music Ed (Melbourne)
	B. Ed (Latrobe)
	M. Ed (Melbourne)
<b>MCKENZIE Sarah</b>	Bachelor of Education (Primary) Deakin
<b>McQUARRIE Jean</b>	B. Mus. (Melbourne)
	A. Mus. A (AMEB)
	Dip Ed. (Monash)
<b>MORTIMER David</b>	Bachelor (Agriculture) Science (LaTrobe)
	Dip. Ed. (Secondary) (Victoria University)
<b>NORMAN Alison</b>	BARTS (Fine Arts) (Melbourne) V.C.A
	Dip. Ed (Monash)
<b>OUZECKY Daniela</b>	Master of Education-University Of Melbourne
<b>PETTIGREW Deborah</b>	Bachelor of Education (Visual Arts) - Melbourne
	Dip Counselling & Student Welfare
<b>PINTO Sandra</b>	Bachelor of Education (Monash)
	Master Science (Biochemistry) (Bombay University)
	Bachelor of Education (Bombay University)
<b>PISANI Kathryn</b>	Bachelor of Music
<b>PRICE Louise</b>	B A, Dip Ed (Monash Clayton)

	Grad Dip Mod Lang (Melbourne)
<b>RANIERI Melanie</b>	Bachelor of Teaching (Primary) – RMIT
	Grad. Dip. Special Education (Deakin)
	Voc Grad Dip Home Economics
<b>RILEY Chris</b>	B Ed (Phys Ed) (Ballarat)
<b>SEIGEL Nora</b>	B. Sc (Monash)
	Dip Ed (Monash)
	Diploma in Computing Studies (Chisholm now Monash)
<b>SHARP Angela</b>	Bachelor of Applied Science (Health Sciences)
	Post Graduate Bachelor of Teaching (Honours)
	Master of Education
<b>SIDAWAY Jacqueline</b>	B. Sc. (Earth Sc.) (Deakin Uni)
	B. Teaching (Primary & Secondary) (Deakin Uni)
<b>SIMONDSON Fiona</b>	B. A (Monash)
	Dip. Ed (Rusden SCV)
	Grad. Cert. Professional Ethics (University of Melbourne)
<b>SLOMOVIC Gilda</b>	Bachelor of Applied Science (in Mathematics) (RMIT)
	Diploma of Education (Secondary) (Monash)
<b>STOCK Chanie</b>	BA/LLB (Monash)
	Dip. Ed (Monash)
	Master of Education
<b>TAKEI Yuri</b>	Bachelor of Education (Honours) in Secondary Education and Bachelor of Arts (Chinese studies/Human Geography) (Monash)
<b>TAYLOR Claire</b>	BA Arts (Monash)
	Postgraduate Dip Ed (Melbourne)
<b>THIBOU Christine</b>	B. A (Librarianship) (Canberra)
	Grad Dip Ed (Primary) (Charles Sturt)
<b>WARNER Amy</b>	Bachelor of Education (Primary)- University of Melbourne
<b>WHITEHEAD Julian</b>	B. Ed (Melbourne)
	Dip. Teaching (Primary) – Victoria College (Deakin)
<b>WHITEHEAD Tania</b>	Grad Dip (Monash) Comp Ed
	Diploma of Teaching (Primary) - Victoria College (Deakin)
<b>WILIAMS Kathryn</b>	Bachelor of Education (Primary) Deakin
<b>ELC</b>	
<b>Name</b>	<b>Qualifications</b>
<b>ARIYAWANSA Neluka</b>	Diploma in Community Services (Holmesglen)
<b>BEDFORD Daniela</b>	Diploma of Community Services (Swinburne)
<b>COLLINS Laura</b>	Cert. III Children’s Services
<b>FARRUGIA Judy</b>	Diploma of Children’s Services (Skills Plus)

<b>FIELDING Angela</b>	Bachelor of Early Childhood (Reading)
<b>IRONMONGER Eliza</b>	Bachelor of Early Childhood Education, Deakin
<b>JACOB Rose Mary</b>	Grad Diploma in Teaching – Early Childhood (Auckland)
<b>LOROIT Christine</b>	Graduate Diploma ECE Melbourne University
<b>MANSER Deborah</b>	Diploma CC
<b>MASKELL Paulette</b>	Diploma Teaching (Early Childhood) Melbourne, Post Grad Diploma in Education
<b>MCLENNAN Emma</b>	Graduate Diploma of Education (Early Childhood) Monash
<b>RODGERS Amy</b>	Diploma of Children’s Services (Workplace connect)
<b>SCHOORMAN, Emma</b>	Dip. Children’s Services (Skills Plus)
<b>SOLOMON, Jane</b>	B Ed Early Childhood, University of Christchurch NZ
<b>SU Becky</b>	Bachelor of Early Childhood Education, Melb University
<b>SUSILO Lanny</b>	Diploma ECEC (Suzanne Johnson)
<b>SUTHERLAND Andrea</b>	Diploma Equivalent (Tokyo Montessori Training Centre)
<b>WINES, Leanne</b>	Certificate III (Selmar)

<b>Staff Data [2017]</b>	<b>EFT</b>
Teaching	62.00
ELC	14.11
Non-teaching	14.46
<b>Total</b>	<b>90.57</b>

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 2017. 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 accounts for \$83,994 or 0.73% 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 accounts for approximately \$61,380 or 0.53% of total expenditure. Expenditure on total professional development accounts for approximately \$145,374 or 1.26% of total expenditure.

For the year ending December 2017 the retention rate for teaching staff was 91.5%. The staff turnover rate 8.5% included:

- 10 resignations
- 0 retirement

The staff absent absentee rate for 2017 was average 4.8 days per staff member.

## PROFESSIONAL DEVELOPMENT ACTIVITIES

### Victorian Curriculum

The curriculum aligns with the Victorian curriculum statements and standards. Faculty Heads have continued to review curriculum statements in 2017 as part of the School's teaching and learning development.

### Explicit Instruction

In 2017 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 2017 the School implemented 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:

- Southern Cross Project
- No Tosh – Using Design Thinking
- TimeChart extras
- STAVCON
- Art therapy in Schools
- Psychology Teacher's Conference
- How to teach senior students to write quality text response
- Introducing Literary Perspectives
- 2017 English and EAL Day
- Teaching non-funded students
- Lego Education - Robotics
- Going Deeper into Programming and Coding
- Write to learn
- Gender differences with Professor Cornelia Fine
- Effecting teaching and supporting students with low working memory
- STEM Ed Experience
- Mental Health in Schools
- REAIE Landscapes and Identity
- Ticking Minds
- Together we grow conference
- Ticking Minds - how to teach compare and contrast essay writing
- A sensory processing workshop
- Indigenous perspective in children programs
- Jolly Phonics
- Labtech conference
- Educational planning for students with special needs
- All Kids can write

- VCE EAL Listening Task
- Coding PD
- Rethinking behaviour
- Mindfulness - online
- K - 12 digital classroom practice conference
- Spiral of inquiry
- Stories we tell
- The school counsellor and school psychologists' conference
- Leaders influencing teacher's high expectations
- Surf lifesaving
- Reproductive Technologies and STEM cells
- Law for School Counsellors
- Effectively embedding feedback in the learning and teaching process.
- Dyscalculia
- Listen, Wonder, Share - critical thinking skills
- Contemporary Art Across the curriculum
- AHISA - Leading Learning and Caring
- The amazing and interesting world
- Using technology as part of your curriculum
- Teachers' Toolkit - Food Studies
- National Coalition of Girls' Schools Conference – Washington DC.
- Professional development activities were also offered to all teachers of VCE subjects to maintain up-to date knowledge of Study Design requirements and subject content.

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 Vietnam.



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

Formal surveys and informal feedback have not identified major areas of concern. The feedback indicated overall high levels of satisfaction with the school. The key findings were:

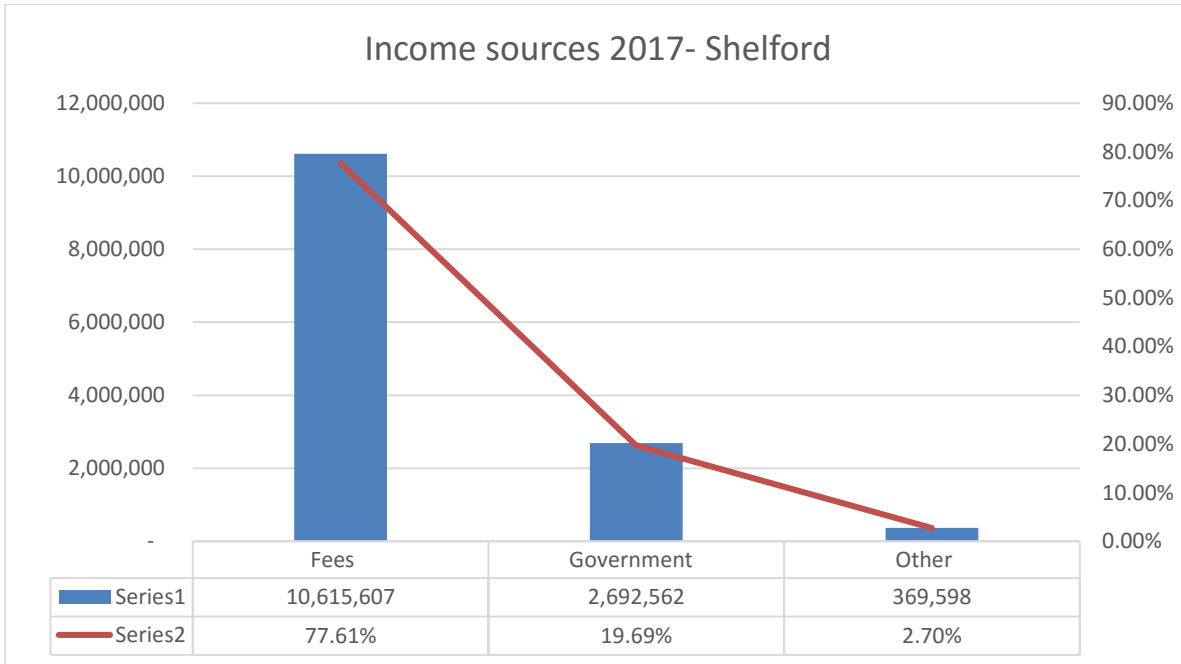
- Parents agreed that there is a great sense of community at Shelford Girls' Grammar
- The School has clear statement of values and direction
- The School is very well thought of in the community and has a positive, caring environment
- There is a very high standard of teaching and academic standards are well regarded
- Parents reported that their children are happy at the School and that their children experienced a range of positive opportunities
- The teaching staff are viewed as a significant strength of the School and the staff across the board are seen as upholding the values of the school and providing positive role models
- The School offers a varied and interesting curriculum

## FINANCIAL REPORT

Indicator	Result
Student: Teacher Ratio	Primary 7.88
	Secondary 8.30
Enrolment Change on Previous Year	0.8%
% Change to school resourcing standard	1.02%
Change in Net Tuition Income/Student	6.63%
Salaries as % of Recurrent Income	65.63%
Total Borrowings/Recurrent Income	1.70%
Interest Cover	23,077.94%
Government Grants as % of Recurrent Income	17.56%

Summary of Sources of income for 2017:

Government	\$ 2,692,562	19.69%
Fees	\$10,615,607	77.61%
Other	\$ <u>369,598</u>	2.70%
<b>Total</b>	<b>\$13,677,767</b>	<b>100.00%</b>



SES 119