2016 Annual Report to the School Community

School Name: Geelong High School

School Number: 7855

Name of School Principal:	Glenn Davey
Name of School Council President:	Geoff Wiffen
Date of Endorsement:	23rd March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Geelong High School is the oldest government secondary school in Geelong having celebrated its centenary in 2010. Geelong High School is located near central Geelong in close proximity to Eastern Beach and the Botanical Gardens. The school has a long tradition of academic success and is held in high regard by the local community. The school is in a unique situation in that it draws its 970+ student population from approximately 40 feeder schools across the Greater Geelong area, particularly from the areas of East and South Geelong, Newtown and Leopold. The school employees 80.08 FTE teaching and non-teaching staff comprising 4 PCOs, 9 Leading Teachers (17% of total), 63.85 classroom teachers, most of whom are at top of range and 19 Education Support staff.

The school offers a year 7 – 12 co-educational program that caters for a socially and economically diverse community. Parent and student expectations with regard to career pathways are broad with a significant proportion of students aspiring to a tertiary education. The school offers a diverse curriculum program at years 7 and 8. Maths and Science are taught by the same teacher as is Humanities and English. In years 9 and 10 the program provides students with a choice of subject areas in which to specialize within a Key Learning Area. Acceleration and consolidation opportunities are available through this program. The School offers a broad Later Years program including VCE, VCAL (year 11), VET, School Based Apprenticeships and the opportunity to extend in University studies. There is a strong careers and pathways program in place at the school and the school is proud of the tracking of all students in later years. Geelong High School operates a House-based wellbeing and student management system, with all students strongly connected to their house. In the last four years the school has been building staff capacity in and progressively introducing Positive Education across years 7 to 10. The school has partnered with Geelong Grammar School and Melbourne University in introducing this initiative. Pos Ed. aims to build the personal characteristics that make students resilient such as awareness of character strengths, mindfulness, positivity, optimism and gratitude.

The school has been approved for a major renovation, as part of the Asset Management Program valued at $20.5 million. At present there is a wide range of buildings of different ages, creating an eclectic yet functional set of facilities. In 2016 the school undertook a School Review as part of the 4 year cycle. A key element of the previous 2013- 16 review was the development in 2013 of a new Vision & Values statement that now guides all school actions and priorities.

Framework for Improving Student Outcomes (FISO)

Geelong High School identified the following initiatives as our primary focus in 2016:

- Building Practice Excellence
- Curriculum Planning and Assessment

In order to build practice excellence the school is creating a student-centred learning environment that is engaging and encourages success. The school now has an Instructional Framework upon which our teaching practice is based and an agreed Instructional model used across classrooms to build consistency of practice.

Significant time has been devoted by staff to deeply engaging with the Victorian Curriculum. We are mid-way through a process of Curriculum Mapping which sets out what students are expected to know, understand and be able to do. Each map comprises the curriculum content for a 6-7 week unit of work to be taught/learnt, an Instructional Rubric which sets out what students need to do to succeed and tiered Common Assessment Tasks (CATs). Future work lies in developing learning sequences for each unit of work. In order to improve consistency in teacher judgments all staff are being provided with a range of data/evidence at the commencement of each semester and are building their capacity in the use of data to make judgments around student performance.

Achievement

Student Outcomes for Geelong High School show that the school continues to perform similar to other Victorian government schools. The school is performing above (higher than) the 60% band of all government school in the area of English from Year 7-10 according to teacher assessed AusVELS levels. Mathematics results place the school within the 60% band (that is, similar to most other government schools).

Our student NAPLAN results also all remain within the middle 60% band. Geelong High School is consistently performing at around the middle of the 60% band in the areas of NAPLAN Numeracy and Reading at both year 7 & 9. Neither reading nor numeracy results have changed appreciably in recent years although data suggests there is a decline in performance at year 9 in numeracy.

Key improvement strategies and actions include mapping of the curriculum, progressive implementation of the Victorian Curriculum, planning for effective pedagogy through the development of an agreed Instructional Framework and Instructional Model; exploring the use of data to further improve student outcomes in the Victorian Curriculum and VCE in particular.

Our VCE students continue to perform within the expected band; however over the term of the current strategic plan we have noted an appreciable drop in the Allstudy score and in the percentage of students with study scores of 40 or more. Specific PD around our VCE data and pedagogy is being implemented to address these issues including the sharing of data as a key priority in 2016/17.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

| ☐ Victorian Early Years Learning and Development Framework | ☐ AusVELS | ☐ Victorian Curriculum | ☒ A Combination of these |

Engagement

Engagement within the classroom is being facilitated by the adoption of 21st Century approaches to learning including student-centred, differentiated learning; use of 1:1 technology and contemporary pedagogy.

Staff have continued their work in mapping the curriculum at year 7 and eight to ensure a consistent high-quality curriculum is available to all students that is engaging and meets all student's needs. Complementing this work has been the development of an agreed Instructional Framework that sets out our core beliefs around teaching and learning and provides a framework and reference point for improving teaching and learning in the future.

In 2014 the school piloted a year nine Positive Learning Community initiative which led directly to the introduction of the Geelong Positive Engagement Program (GPEP). This program is an extension of the 2014 pilot and as such was offered to three groups of year 9 students in 2015 and a further three groups in 2016. In order to ensure the sustainability of Positive education as a part of the school's culture one period per week – formally devoted to Home Group, has now been repurposed to include Positive education as a key element at year 7. This will be extended to year 8 in 2017.The school will continue to explore new arrangements for delivery of this program in 2017 with a view to finding a sustainable model into the future.;

The House system plays a key role in terms of student engagement through a strong focus on student attendance. The Compass student management system enables close tracking of students and direct contact with parents where attendance or behavioural issues arise. There are a number of key co-curricular events organized through the house system including sport and community service. Positive Education elements are also delivered through the houses.

The adoption of eTexts in 2013 was reviewed in 2015 with a decision to maintain the status quo at this stage. Student attendance data, retention and student opinion survey data remains positive. The school is attempting to build student leadership capacity and Student Voice through involvement in a range of leadership activities including the SRC, Teaching & Learning focus groups, a junior leadership group, sustainability initiatives and input into the Asset Management Program (AMP- the rebuild). Future work lies in bringing student voice into the classroom through engaging students in authentic conversations around where they are at and what is their next level of work. Student attendance rates are similar to other government schools and retention rates are similar to or slightly better than other government schools.

Wellbeing

Year 7 students participate in a 2 day Transition (Orientation) program to induct them into life at Geelong High School. Transition is further enhanced by visits to local feeder schools by transition and wellbeing staff. Students who are the only representative from their feeder primary school attend an additional transition "singles" day to build connectedness and a sense of belonging quickly.

In 2015 the school year began with all students participating in a Start-Up Day interview involving the student, a parent and the Home Group Teacher. Feedback would suggest that this was a very positive experience for all concerned, with all documentation signed, issues and concerns clarified and expectations made clear. Regrettably t a severe weather event prevented this occurring in 2016.

Students are actively supported by class and Home Group teachers, the Student Well-being Team and House Leaders and. PSD students are further supported by a team of staff both within and outside the classroom according to their level of need. Students who have disconnected with the school, and with education generally, are candidates for the Ed Lounge project where students work from home to reconnect with education, via on-line learning. A small number of students are also invited to participate in the Newstart program which aims to build engagement and reconnect the student with learning. A level of peer support is provided through events organized by student leaders including an active SRC. A strong House system within the school builds connectedness and a sense of belonging which supports students academically and behaviourally.

The school has a strong music and performing arts program that is also instrumental in building a sense of belonging. The Positive Education initiative, piloted in 2014, aims to create a positive and supportive culture while also building each individual's capacity to manage challenging situations. Pos. Ed was expanded across years 7 to 10 in 2015.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▨
Result for this school: ● Median of all Victorian government secondary year levels: ◆

School Profile

Enrolment Profile

A total of 978 students were enrolled at this school in 2016, 419 female and 559 male.
There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English Results: Mathematics	● Higher ● Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▮
Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 33% / Medium 51% / High 16% **Numeracy** Low 30% / Medium 53% / High 17% **Writing** Low 34% / Medium 47% / High 19% **Spelling** Low 33% / Medium 54% / High 14% **Grammar and Punctuation** Low 31% / Medium 51% / High 18%	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 36% / Medium 48% / High 16% **Numeracy** Low 35% / Medium 48% / High 18% **Writing** Low 39% / Medium 45% / High 16% **Spelling** Low 31% / Medium 52% / High 18% **Grammar and Punctuation** Low 29% / Medium 55% / High 16%	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	Results: 2016 (0 – 50) Results: 2013 - 2016 (4-year average) (0 – 50)	⚪ Lower 🟢 Similar

Students in 2016 who satisfactorily completed their VCE: 96%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 12%
VET units of competence satisfactorily completed in 2016: 98%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 95%

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>92 %</td><td>90 %</td><td>89 %</td><td>89 %</td><td>94 %</td><td>94 %</td></tr></table>	Similar Similar
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2016 Results: 2013 - 2016 (4-year average)	Lower Similar
Students exiting to further studies and full-time employment Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: ▢
Result for this school: ● Median of all Victorian government secondary year levels: ◆

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
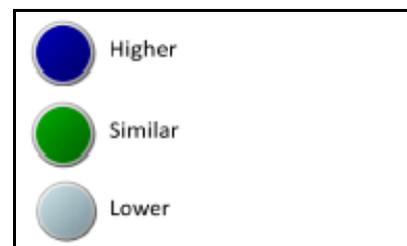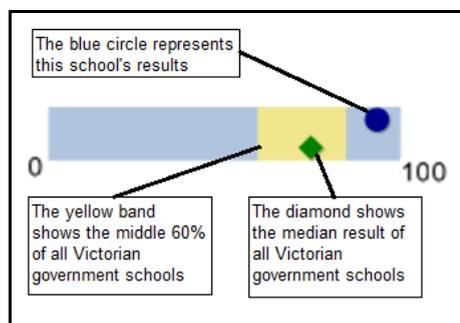
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
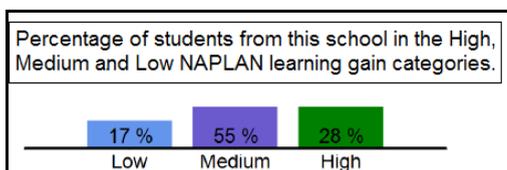
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/manage ment/pages/performreports.aspx

What is the meaning of '*Data not available'*?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$8,478,285
Government Provided DET Grants	$1,032,795
Government Grants Commonwealth	$6,865
Government Grants State	$9,725
Revenue Other	$105,478
Locally Raised Funds	$770,303
Total Operating Revenue	**$10,403,452**

Expenditure	
Student Resource Package	$8,679,309
Books & Publications	$10,478
Communication Costs	$50,013
Consumables	$312,317
Miscellaneous Expense	$590,217
Professional Development	$43,559
Property and Equipment Services	$525,089
Salaries & Allowances	$311,192
Trading & Fundraising	$96,680
Travel & Subsistence	$8,951
Utilities	$91,751
Total Operating Expenditure	**$10,719,556**
Net Operating Surplus/-Deficit	**($316,104)**
Asset Acquisitions	**$19,461**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$98,263
Official Account	$54,376
Other Accounts	$785,037
Total Funds Available	**$937,676**

Financial Commitments	
Operating Reserve	$309,355
Capital - Buildings/Grounds incl SMS<12 months	$247,254
Beneficiary/Memorial Accounts	$5,000
Cooperative Bank Account	$35,037
Revenue Receipted in Advance	$83,849
School Based Programs	$18,542
School/Network/Cluster Coordination	$17,353
Provision Accounts	$3,346
Repayable to DET	$190,246
Other recurrent expenditure	$27,695
Total Financial Commitments	**$937,676**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.