

2017 Annual Report to the School Community



School Name: Geelong High School

School Number: 7855

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 employs 67.2 FTE teaching staff comprising 4 PCOs, 8 Leading Teachers (17% of total), 55.2 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 five years the school has been building staff capacity in and progressively introducing Positive Education across years 7 to 12. Positive Education aims to build the personal characteristics that make students resilient such as awareness of character strengths, mindfulness, positivity, optimism and gratitude.

The school has a strong Student Wellbeing focus which is enhanced by the Doctors In Schools Program, The Geelong Project, Operation Newstart, Geelong Kokoda and the employment of 3 Social Workers.

The school has commenced a major renovation, as part of the Asset Management Program valued at \$21.25 million. At present there is a wide range of buildings of different ages, creating an eclectic yet functional set of facilities. Stage 1 is completed and Stage 2 has commenced with all stages expected to be completed by the end of 2019. This project will ensure that the school has contemporary learning spaces for current students, and for students in the future.

Framework for Improving Student Outcomes (FISO)

Geelong High School identified the following initiatives as our continuing primary focus in 2017:

- Building Practice Excellence
- Curriculum Planning and Assessment

The school continued to imbed the instructional framework as our tool for planning, and teaching and learning

The mapping of the year's 7 – 10 curriculum was completed in 2017. Each map comprises the curriculum content for a 6-7-week unit of work to be taught/learned, an Instructional Rubric which sets out what students need to do to succeed and tiered Common Assessment Tasks (CATs). The CATs have now all been developed, and the future focus will be to continue to improve and refine them. Future work lies in developing learning sequences for each unit of work. There is a strong focus through the PDRP on using data to measure student growth in learning.

Achievement

Student Outcomes for Geelong High School show that the school continues to perform similar to other Victorian government schools. In 2017, there was a large decrease in the percentage of student performing in the bottom 2 Bands in NAPLAN Numeracy at Year 9 placing students well above 'Similar Schools'. In 2017, there was an increase in both Numeracy and Reading Learning Gain from previous years and this will be a continued focus in 2018.

Key improvement strategies and actions include mapping of the curriculum, progressive implementation of the Australian Curriculum, planning for effective pedagogy through the development of an agreed Instructional Framework and Instructional Model, development of structured study programs and exploring the use of data to further improve student outcomes.

Our VCE results showed improvement with:

- An increase in the average Study Score of 1.2.
- An increase in the percentage of Study Scores above 30 from 20.1 in 2016 to 29.1 in 2017.
- An increase in the percentage of Study Scores above 35 from 4.6% in 2016 to 10.3% in 2017.



- An increase in the percentage of students achieving above the Gat Adjusted Score from 17% in 2016 to 23% in 2018.

Specific professional development around our VCE data and pedagogy has been provided and this will continue to be a focus for improvement throughout 2018. Further VCE improvement strategies will also be implemented, including changes to the our Study Skills program, improvements to VCE Student/ Parent information sessions, structure of exam preparation and implementation of a new leading teacher positions dedicated to VCE improvement.

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's 7 to 10 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 embedding 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 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 and year 8

The House system plays a key role in terms of student engagement through a strong focus on student attendance. The Compass student management and learning 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.

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 membership of school Council sub-committees. 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 2017 the school year again 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

Students are actively supported by class and Home Group teachers, the Student Well-being Team and House Leaders PSD students are further supported by a team of staff both within and outside the classroom according to their level of need. A small number of students are 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 as well. 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 continues to be embedded across the curriculum at all year levels.

The school commenced its involvement in the Respectful Relationships Program which is part of the Governments response to the Royal Commission into Family Violence. The school was also successful in its application to be part of the Doctors In Schools Program. This program commenced in term 4 and is fully subscribed each week.

The school was successful in its application to be part of the Doctors in Schools Program and this service commenced at the start of term4.



For more detailed information regarding our school please visit our website at
www.geelonghigh.vic.edu.au/



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 949 students were enrolled at this school in 2017, 408 female and 541 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>54%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>62%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	51%	24%	Numeracy	33%	54%	13%	Writing	33%	46%	21%	Spelling	34%	47%	18%	Grammar and Punctuation	22%	62%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2017: 95% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 94%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>87 %</td> <td>89 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	87 %	89 %	93 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	90 %	87 %	89 %	93 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

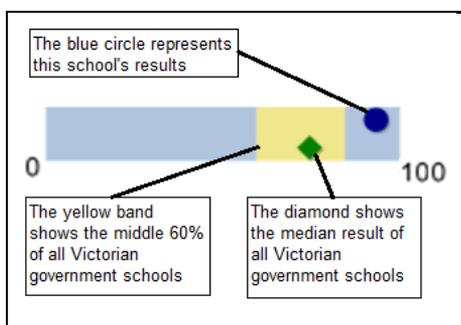
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

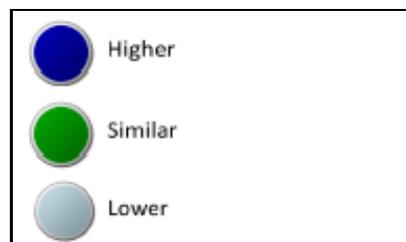


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Whilst the operating statement indicates a deficit of \$433,589.00, this does not reflect the fact that staff were paid for by cash that came into the school and a cash to credit transfer was not completed. The actual credit deficit was around \$200,000. The school has committed \$750,000 for the provision of heat pump technology to heat and cool the main buildings in the school. This is to ensure that we maximise the benefit of the 100 kW solar PV system which was purchased and installed in 2016 and is part of our sustainability action plan.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,531,382	High Yield Investment Account	\$60,376
Government Provided DET Grants	\$996,944	Official Account	\$217,209
Government Grants Commonwealth	\$5,474	Other Accounts	\$535,037
Government Grants State	\$12,812	Total Funds Available	\$812,622
Revenue Other	\$97,460		
Locally Raised Funds	\$882,816		
Total Operating Revenue	\$10,526,889		
Equity¹			
Equity (Social Disadvantage)	\$567,863		
Equity (Catch Up)	\$73,992		
Equity Total	\$641,855		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,971,731	Operating Reserve	\$291,258
Books & Publications	\$10,405	Revenue Received in Advance	\$225,511
Communication Costs	\$49,320	Repayable to DET	\$120,852
Consumables	\$239,861	Capital - Buildings/Grounds incl SMS>12 months	\$175,000
Miscellaneous Expense ³	\$526,883	Total Financial Commitments	\$812,622
Professional Development	\$24,928		
Property and Equipment Services	\$674,490		
Salaries & Allowances ⁴	\$305,692		
Trading & Fundraising	\$63,413		
Travel & Subsistence	\$166		
Utilities	\$93,588		
Total Operating Expenditure	\$10,960,477		
Net Operating Surplus/-Deficit	(\$433,589)		
Asset Acquisitions	\$6,169		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.