

2013 Annual Report to the School Community



Geelong High School

School Number: 7855



Name of School Principal:

Mr Glenn Davey

Name of School Council President:

Mr Geoff Wiffen

Date of Endorsement:

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Geelong High School is the oldest government secondary school in Geelong having celebrated its centenary in 2010. 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 900+ student population from approximately 40 feeder schools across the Greater Geelong area, particularly from the areas of East and South Geelong, Newtown and Leopold. Geelong High School is located near central Geelong in close proximity to Eastern Beach and the Botanical Gardens..

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 an Integrated Curriculum program at years 7 and 8. The integrated program combines the Key Learning Areas of Maths with Science (MASC) and Humanities with English (HUEN). In years 9 and 10 a vertical program called Individual Learning Pathways (ILP) is offered. 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. The vertical Home Group system allows students to progress from years 8 through to 11 within the one pastoral care group.

The school has been approved for a major renovation, subject to Government funding. There is a wide range of buildings of different ages, creating an eclectic yet functional set of facilities. In 2012 the school undertook a School Review as part of the 4 year cycle. A key element of this review was the development in 2013 of a new Vision & Values statement .

Achievement	Engagement	Wellbeing
<p>Student Outcomes for Geelong High School show that the school continues to perform similar to other Victorian government schools. The school is performing slightly above 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).</p> <p>Our student NAPLAN results are also all 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 which will be the focus of future work.</p> <p>Key improvement strategies and actions include full documentation of the curriculum, progressive implementation of the Australian Curriculum (AusVELS); planning for effective pedagogy through the development of an agreed Instructional Framework and exploring the use of data to further improve student outcomes in AusVELS, and VCE in particular. Based on NAPLAN results, the current Literacy focus is on writing. Our VCE students continue to perform within the expected band; however in 2013 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 are being implemented to address these issues including the sharing of data.</p>	<p>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 worked throughout 2013 to document curriculum 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.</p> <p>Work was commenced in 2013 to investigate the extension of VCAL into year 12. This investigation led to an assessment of teaching practices and options at year 9 and 10 leading into the senior years. Emerging from this was a Year 9 Engagement program to be piloted in 2014 that encourages students to remain in school. If successful, the program will be adapted and provided to all year 9 students in 2015.</p> <p>The House system also plays a role in terms of student engagement with a number of key co-curricular events organized through the house system including sport, debating and community service.</p> <p>The adoption of eTexts in 2013, while also saving parents money may also prove to be a positive for student engagement.</p> <p>Student attendance data, retention and student opinion survey data remains positive.</p>	<p>Year 7 students participate in a 2 day Transition 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. Students are actively supported by class and Home Group teachers, the Student Well-being Team, House Leaders and Chaplaincy staff. 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 level of peer support is provided by "PC Ambassadors" and a range of 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.</p> <p>The vertically structured Home Group System is closely linked with the House system to provide strong peer leadership, support and role modelling.</p> <p>The school has a strong music and performing arts program that is also instrumental in building a sense of belonging. In 2013 a group of staff undertook PD in Positive Education to build capacity prior to embarking on a whole – school approach to student management and Positive Education. In 2014 the school will commence implementing the program as a pilot in year 9 and year 7.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 932 students were enrolled at this school in 2013, 432 female and 500 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

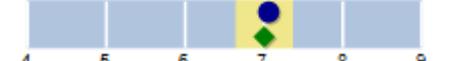
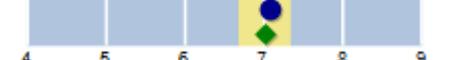
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</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 schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 28%, Medium: 54%, High: 18%</p> <p>Numeracy Low: 29%, Medium: 52%, High: 19%</p> <p>Writing Low: 29%, Medium: 45%, High: 25%</p> <p>Spelling Low: 32%, Medium: 43%, High: 25%</p> <p>Grammar and Punctuation Low: 34%, Medium: 40%, High: 26%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 28%, Medium: 54%, High: 18%</p> <p>Numeracy Low: 32%, Medium: 58%, High: 11%</p> <p>Writing Low: 34%, Medium: 44%, High: 22%</p> <p>Spelling Low: 32%, Medium: 54%, High: 14%</p> <p>Grammar and Punctuation Low: 35%, Medium: 49%, High: 16%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<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: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2013 who satisfactorily completed their VCE: **95%**

Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **16%**

VET units of competence satisfactorily completed in 2013: **99%**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **95%**

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 784 1021 884"> <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>90 %</td> <td>88 %</td> <td>87 %</td> <td>88 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	87 %	88 %	93 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	87 %	88 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

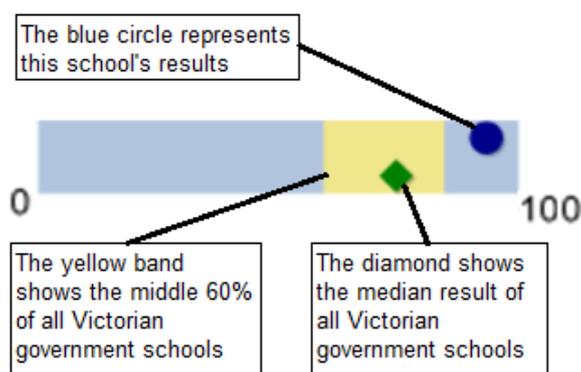
What are student outcomes?

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 colleges, 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).

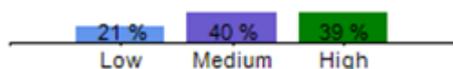
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.

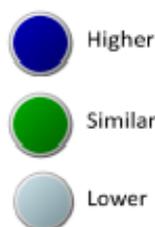


What is a School Comparison?

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 Indigenous 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/management/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 - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$898,077
Government Grants Commonwealth	\$9,553
Government Grants State	\$13,935
Revenue Other	\$167,006
Locally Raised Funds	\$1,059,453
Total Operating Revenue	\$2,148,024

Funds Available	Actual
High Yield Investment Account	\$341,110
Official Account	\$78,854
Other Accounts	\$1,034,645
Total Funds Available	\$1,454,609

Expenditure	
Books & Publications	\$36,352
Communication Costs	\$39,141
Consumables	\$235,939
Miscellaneous Expense	\$677,782
Professional Development	\$55,867
Property Maintenance	\$623,658
Salaries & Allowances	\$199,531
Trading & Fundraising	\$180,507
Travel & Subsistence	\$549
Utilities	\$96,607
Adjustments	\$204,881
Total Operating Expenditure	\$2,350,813

Financial Commitments	
Operating Reserve	\$285,748
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds incl SMS<12 months	\$650,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
School Based Programs	\$10,000
Region/Network/Cluster Funds	\$48,954
Repayable to DEECD	\$350,000
Other recurrent expenditure	\$43,907
Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Total Financial Commitments	\$1,454,609

Net Operating Surplus/-Deficit (\$202,790)

Asset Acquisitions (\$147,781)

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Empowering Local Schools	\$0
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Not Applicable

National Partnership for Empowering Local Schools

The Empowering Local Schools National Partnership empowers participating schools to make decisions at the local level and supports them to better respond to the needs of students and the school community. Schools participated in one of four initiatives: School Partnerships, Specialisation Grants, Supporting Professional Practice or Local Administration Bureau.