

2018 Annual Report to The School Community



School Name: Geelong High School (7855)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2019 at 07:34 AM by Glenn Davey
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 08:51 AM by Fiona Chipperfield
(School Council President)

About Our School

School context

Geelong High School has a strong and clear vision and values as follows: Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

We are committed to:

- Developing caring and respectful relationships;
- Empowering people to realise their potential through effort, responsibility and teamwork; and,
- Building healthy, resilient and productive global citizens

Our values are: Creativity, Effort, Excellence, Teamwork (How we work)
Positivity, Responsibility, Respect (How we behave)

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 950+ 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 66.5 FTE teaching staff comprising 4 PCOs, 8 Leading Teachers (18% of total), 54.5 classroom teachers, most of whom are at top of range and 20.5 Education Support staff. A unique feature of Geelong High School is its strong commitment to the principles of positive psychology which are enacted through the Positive Education program which is taught across the school from years 7 to 12.

Framework for Improving Student Outcomes (FISO)

Over the course of the 2018 school year there has been significant progress in terms of the FISO dimensions. Through the Annual Implementation Plan Geelong High School has focused much of its energies around the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment. Both areas have seen progress particularly in terms of curriculum planning due to the curriculum mapping work staff have undertaken. Whilst overall we are still Evolving we have shifted 13 of the 53 components to the next level. The greatest shift has been in terms of school Professional Leadership (vision, values and culture) and Community Engagement (networking and parents & carers as partners). There has been movement in our target area of Excellence in Teaching & Learning in all four components, though the movement has been insufficient to move to the next level. Pleasingly the Staff Opinion Survey has shown a significant lift with 58 of 61 factors improving including key factors such as collective efficacy, collective responsibility, teacher collaboration and guaranteed and viable curriculum. There is an increased sense that the work we are doing is paying off through greater consistency of practice. A positive shift in student data (NAPLAN, On-demand) has enhanced this view. There have been some gains around student voice and agency though there is still quite a bit more we can do in this area including involving students in conversations around the curriculum they learn and how they are assessed. Communication with the school community has been enhanced with the launching of our new Website and facebook page. Parent accessing of Compass has continued to improve and is at 78% (nearing the target of 80% of parents accessing it an average of twice per term).

Achievement

Geelong High School continues to perform "similar" to other schools across a range of parameters. Teacher judgement of student achievement for English and Mathematics places students as "similar" to the expected standard compared to other schools and close to the state median.

NAPLAN - The percentage of students in the top three bands in year 9 reading improved by 10% from 2017; is "Similar" to other comparable schools and 6% above the State median

The percentage of students in the top 3 bands for numeracy in year 9 improved by 9.5% from 2017 and is "Similar" to other comparable schools and 2% above the State median

Learning Gain - The percentage of students with "High" learning gain in reading from year 7 to year 9 increased

by 5%

The percentage of students with "High " learning gain in numeracy from year 7 to year 9 also increased by 5%
VCE - The mean study score has continued to improve and now sits at 26.7, just below the State median for government schools of 27.1

The percentage of study scores above 30 has also increased to 32%, up from 28% in 2017 and scores above 40 from 1.2% to 2.2%

There has been an increase in the percentage of students achieving at or above the GAT Adjusted Score from 23 % in 2017 to 33% in 2018. Our objective is to increase this to 40% in 2019.

Engagement

The Student Opinion Survey (AToSS) shows that student engagement has improved across almost all measures with 19 of 20 factors showing improvement. Key factors- Stimulated learning, jumped from the 10th percentile to the 40th and teacher effectiveness from the 20th percentile to 41st percentile. Strategies to improve student engagement include the mapping of the curriculum, which has progressed significantly in 2018 and the introduction of Edrolo which will be rolled out more widely across more VCE subjects in 2019. Student attendance/non-attendance is similar to comparable schools across the state. We will introduce a range of further strategies in 2019 to attempt to improve student attendance including continuing to improve student engagement through use of the High Impact Teaching Strategies (HITS).

Wellbeing

2018 saw a number of changes to the leadership structure with the introduction of two new substantive House Leaders and an Acting House Leader to support the wellbeing and student management area. The Doctors in Schools program has attempted to support students at risk of dropping out of school and the Geelong Project has continued to ensure the streamlining of services to support students at risk of homelessness. Positive Education has been steadily embedded across the school with Pos.Ed. being taught across all year levels for the first time in 2019. An increased focus on student voice, agency and leadership in 2019 will also attempt to increase student engagement in the classroom by enabling greater student input into what and how they learn and to encourage students to take greater responsibility for their learning.

Financial performance and position

The rebuilding project has placed increased pressures upon the financial management of the school as we attempt to operate in both old and new facilities adjacent to a building site. These challenges have been exacerbated by the decision of the school to commit \$700 000 of its reserves towards the rebuild project for the inclusion of air-conditioning in the main Kroger building. \$350 000 of this figure is still outstanding (ref. Financial Commitments). The school has again ended the year with a staffing deficit due to the large number of teachers at the top end of the staffing profile. Increasing costs associated with Workcover premiums have also had an impact. The school has operated a very tight curriculum offering to ensure that staffing is as lean as is practicable.

For more detailed information regarding our school please visit our website at
<http://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

Enrolment Profile

A total of 935 students were enrolled at this school in 2018, 401 female and 534 male.

1 percent were EAL (English as an Additional Language) students and 2 percent 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.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

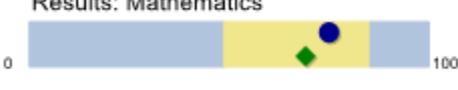
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 years 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>		<p>NAPLAN Learning Gain 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>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 99% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 7% VET units of competence satisfactorily completed in 2018: 89% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 95%</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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>89 %</td> <td>87 %</td> <td>86 %</td> <td>90 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	87 %	86 %	90 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	87 %	86 %	90 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (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: 2018</p>  <p>Results: 2015 - 2018 (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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,673,657	High Yield Investment Account	\$118,653
Government Provided DET Grants	\$1,102,863	Official Account	\$43,370
Government Grants Commonwealth	\$4,627	Other Accounts	\$541,324
Government Grants State	\$11,298	Total Funds Available	\$703,348
Revenue Other	\$21,607		
Locally Raised Funds	\$843,418		
Total Operating Revenue	\$10,657,470		
Equity¹			
Equity (Social Disadvantage)	\$451,735		
Equity (Catch Up)	\$70,336		
Equity Total	\$522,071		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,882,182	Operating Reserve	\$328,119
Books & Publications	\$5,067	Other Recurrent Expenditure	\$77,259
Communication Costs	\$40,252	Funds Received in Advance	\$126,553
Consumables	\$305,206	Repayable to the Department	\$350,000
Miscellaneous Expense ³	\$620,970	Total Financial Commitments	\$881,930
Professional Development	\$32,225		
Property and Equipment Services	\$547,680		
Salaries & Allowances ⁴	\$343,465		
Trading & Fundraising	\$57,201		
Travel & Subsistence	\$8		
Utilities	\$94,794		
Total Operating Expenditure	\$10,929,049		
Net Operating Surplus/-Deficit	(\$271,579)		
Asset Acquisitions	\$124,057		

(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 15 March 2019 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.

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).

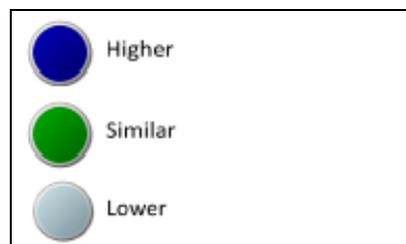


What does *School Comparison* refer to?

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*' or '*ND*' 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').