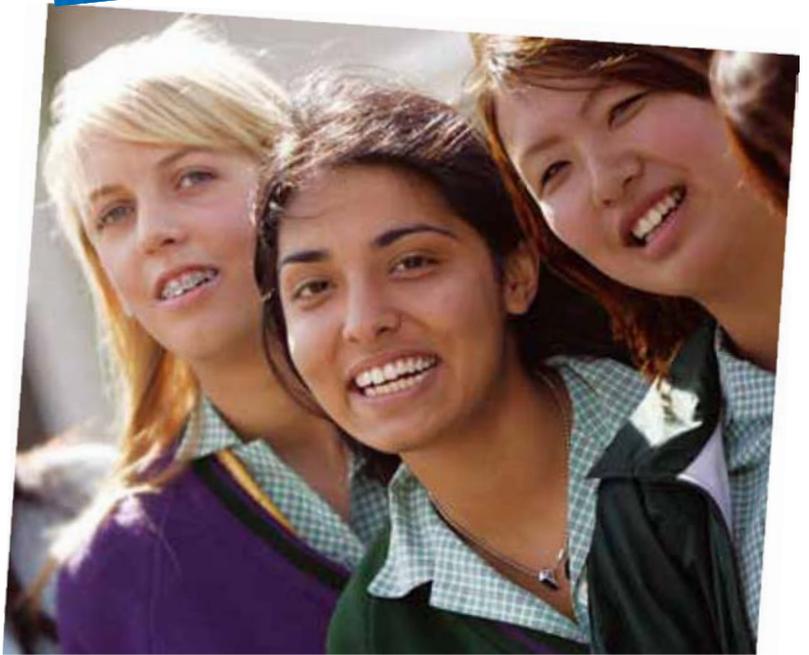




Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

Geelong High School
School Number: 7855



Geelong High School

Geelong High School is a year 7 – 12 co-educational school located near central Geelong. Its 925 students come predominantly from the areas of East and South Geelong and Newtown, with an increasing proportion from the Bellarine Peninsula. Geelong High School is in a unique situation where it draws its student population from over 30 feeder schools.

The school has a diverse range of socio-economical backgrounds. There has been a significant shift in the school's SFO in the last 2 years resulting in extra resources being allocated to the school. Parent perceptions and expectations of students with regard to career aspirations are varied. The school offers a year 7 Integrated Curriculum combining Key Learning Areas. In year 8, 9 and 10 a vertical program called Individual Learning Pathways is offered. The program provides students with a choice of subject areas to specialise within a KLA. Acceleration and consolidation opportunities are available through this program.

In 2010 the school introduced a 1:1 Notebook program in year 7 which will extend across the whole school by the start of 2012. This is supported by the Federal Governments National Secondary Schools Computer Program. The School offers a broad Later Years program including VCE, VCAL, VET, SBAs and the opportunity to extend in University studies.

The school is currently involved in a Master Planning project that will see significant upgrades to the school's older existing facilities.

There are 82.2 equivalent full-time staff at Geelong HS: 4 Principal Class, 62.9 Teachers and 15.3 Educational Support Staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Geelong High School is performing slightly above the middle of the 60% band of all government school in the area of Student Learning. This has been an improvement on 2009 data. Our student NAPLAN results are all within the middle 60% band for all Victorian government schools and there has been some improvement in teacher assessments against VELs in 2010. In 2010 the school appointed 2 Numeracy Coaches through Regional funding and an eLearning Coach and Literacy coordinator from school resources. The eLearning Coach has been appointed to support staff and students as the school continues to adopt a 1:1 notebook program in years 7 and 8 and to be rolled out across the school in 2011/12. The Literacy Coordinator has been appointed to coordinate the introduction and development of school based programs that will support our students in the area of whole school literacy. Based on our own data and that of NAPLAN this is an area of concern that needs to be addressed. A comprehensive Language Support Program is also being developed by the school.</p> <p>Our VCE students continue to perform within the expected band; however we would like to see greater improvement in this area. The school has a strong focus on exposing our students to high achieving guest speakers and leadership opportunities.</p>	<p>Geelong High School's absence data continues to be at the lower end of the state average in all but one year level; year 8. Our year 12 data is significantly below the state mean of 15.8 at 8 days. Attendance has been a focus of the school for a number of years and will continue to be in 2011. Years 8 and 9 are currently the areas of concern with regards to attendance. A stronger partnership with parents in support of student attendance is required along with improved electronic roll marking and follow-up procedures.</p> <p>Our Attitudes to School survey results show that we are slightly above the state mean for all government schools. This has been an improvement on 2009 data. There continues to be focus on developing greater connectedness and empathy with students by the staff. Our House system plays a key role in improvement in this area.</p> <p>Last year there were a number of programs offered on cybersafety for students, staff and parents. This will be an ongoing program for the school and is seen as a necessity as we continue the deployment of our 1:1 notebook program. In 2010 there was significant work completed on our Student Engagement Policy and this has led to a number of significant changes but more so confirming existing practice.</p>	<p>Geelong High School has a strong focus on providing appropriate student Pathways and Transition programs from years 7 to 12. Our year 7 students participate in a 2 day transition program prior to the end of year 6 as well as all feeder schools being visited by welfare staff to support the transition. Parent involvement is seen as a vital extension to the transition process. Our communication links are further strengthened through performances by our school bands at our major feeder schools. A strong House system, with supporting key staff, welfare and chaplaincy programs assists our students to quickly settle into secondary schooling.</p> <p>Geelong High School has strong VCE, VCAL, VET and School Based Apprenticeship programs in place with our later years students all being counselled and supported by our Pathways Team as they transition into further education or the workforce. Our retention figures are above the state mean with many of our students successfully transitioning into alternative educational settings such as TAFE and into legitimate long-term employment pathways. The percentage of students continuing into Post Secondary Education was 64%.</p> <p>The school is continuing the work of developing stronger relationships with our local tertiary providers as a priority.</p>

For more detailed information regarding our school please visit our website at

www.geelonghigh.vic.edu.au

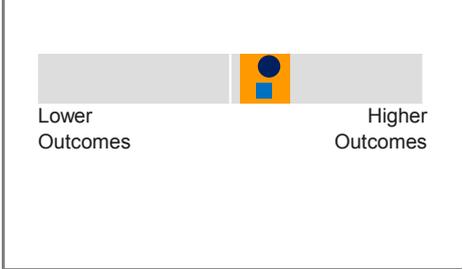
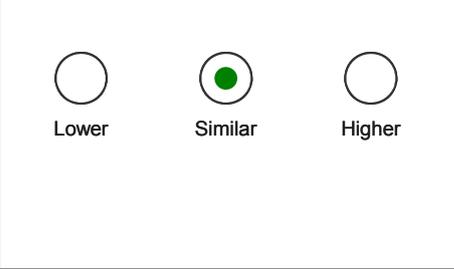
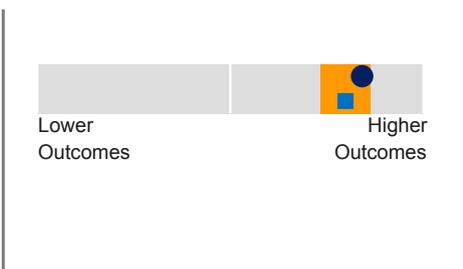
or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Geelong High School

How this school compares to all Victorian government schools

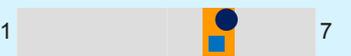
Key:
 Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

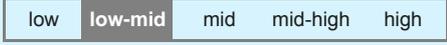
Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> 
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		
<p>3. Student Pathways and Transitions</p> <p>Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.</p>		

School Profile

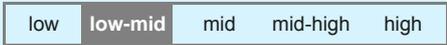
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.


- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.


- 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


- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 914 students (379 female, 535 male) were enrolled at this school in 2010.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2009



Results: English and Mathematics 2007 - 2009 (3-year average)



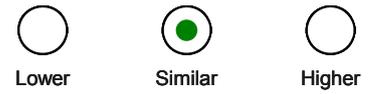
Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

Results: Reading 2010



Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Results: Reading 2010



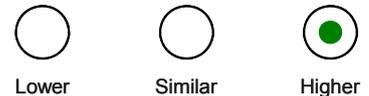
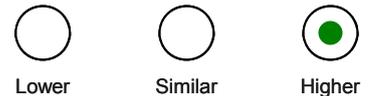
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



How this school compares to all Victorian government schools

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

Student Learning

7. 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.

Percent of students in 2010 who satisfactorily completed their VCE: 96%

Percent of Year 12 students in 2010 undertaking at least one Vocational Education and Training (VET) unit of competence: 35%

Percent of VET units of competence satisfactorily completed in 2010: 56%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2010: 88%

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2009 attendance rate by year level:

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
91%	91%	90%	88%	88%	95%

Student Attitudes to School

9. Student attitudes to school

Derived from the *Attitudes to School* 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.

Results: 2010



Results: 2007 - 2010 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Pathways and Transitions

10. Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

11. 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.

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2010

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

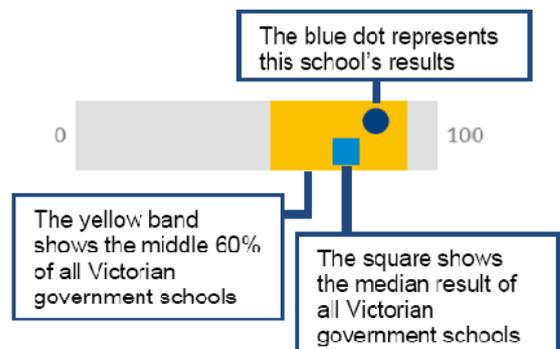
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



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: www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Geelong High School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$907,964
Commonwealth Government Grants	\$23,478
State Government Grants	\$62,156
Other	\$204,546
Locally Raised Funds	\$826,196
Total Operating Revenue	\$2,024,340

Expenditure

Salaries and Allowances	\$182,058
Bank Charges	\$2,459
Consumables	\$148,308
Books and Publications	\$33,601
Communication Costs	\$45,123
Furniture and Equipment	\$441,628
Utilities	\$83,076
Property Services	\$804,876
Travel and Subsistence	\$464
Motor Vehicle Expenses	\$
Administration	\$48,029
Health and Personal Development	\$957
Professional Development	\$76,326
Trading and Fundraising	\$182,980
Support/Service	\$164,254
Miscellaneous	\$353,544
Total Operating Expenditure	\$2,567,683

Net Operating Surplus/-Deficit **-\$543,343**

Capital Expenditure **-\$414,812**

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

Financial Position as at 31st December, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$420,842
Official Account	\$180,442
Other Bank Accounts(listed individually)	\$19,088
CBA Prime Investment Account	\$139,071
Victorian Teachers Credit Union	\$1,056,130
(insert)	\$
Total Funds Available	\$1,815,573

Financial Commitments

Financial Commitments	2010 Actual
School Operating Reserve	\$323,868
Assets or Equipment Replacement <12 months	\$330,000
Capital – Building/Grounds including SMS < 12 months	\$156,283
Maintenance – Building/Grounds including SMS < 12 months	\$50,000
Beneficiary/Memorial Accounts	\$2,000
Co-operative Bank Account	\$0
Revenue Received in Advance	\$79,350
School based programs	\$22,000
Region/Network/Cluster Funds	\$121,479
Provision Accounts	\$6,000
Repayable to DEECD	\$350,000
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$180,000
Capital – Building/Grounds including SMS > 12 months	\$44,593
Maintenance - Building/Grounds including SMS > 12 months	\$150,000
Total Financial Commitments	\$1,815,573

Financial performance and position commentary

Geelong High School is in a strong financial position with a balance in Current Assets of \$1815553.00. In 2010 the Geelong High School community committed to upgrading the facilities to facilitate a positive environment which encourages active learning. This commitment accounts for the Net Operating Deficit of \$543,343.00.

The successful development of 1:1 Notebook Program across the Year 7 and 8 students determined the need for continuing the time release of the eLearning Coach fully funded by the school. The ICT coaching position supports the integration of ICT skills across the teaching staff and is a priority at Geelong High School. Geelong High School has a deficit in the staffing budget of \$350000.00 which is payable to DEECD. This is made up of the ICT Coaching position, and cash to credit transfer items of \$220000.00.

Geelong High School is the co-ordinating school for a number of organisations including Geelong VASSP, Business Managers Association, Educational Support PD money and a Scholarship Fund. These funds are recognised under the Region/Network/Cluster area of the Financial Commitments Summary.